

LEA Reopening Planning Template

LEA Name: Foster District - Captain Isaac Paine School - CIP

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Introduction

Overview and Purpose

This document outlines the critical components needed for a school district's reopening plan. LEAs 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 **July 17, 2020**. LEAs will receive feedback on their reopening plans by the end of July.

Outline of Reopening Plan Components

Reopening plans serve the dual purpose of helping to effectively plan for instruction and safety and of serving as a communication document to staff, students, families, and the community. *Item 4 is the information that is outlined and will be captured in this document. The other items are to provide overall structure to LEA plans.*
A comprehensive reopening plan should include:

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**

Message from the Superintendent-

Dear Members of the Captain Isacc Paine School Community:

Since the unexpected shift to virtual and remote learning on March 13, 2020, our teachers, staff, administrators, students, and families all leaned into this work, learned new software, and embraced new pedagogical strategies. I'd like to thank everyone for the role you played in supporting the learning of our students through these unprecedented times.

This period of remote teaching created an unplanned and incredibly powerful opportunity to pilot different approaches to learning. It also reinforced that educational outcomes, social emotional health, and the well-being of students are optimal for the vast majority of students when they can learn in person. To that end, we have been actively planning for the reopening of schools for the 2020-2021 school year.

To assist with the planning process, the RI Department of Education (RIDE), in conjunction with the RI Department of Health (RIDOH) issued guidance in June. The state asked each school district to prepare for different reopening scenarios ranging from full in-person instruction to full virtual learning.

After carefully considering the information provided by our families and staff, collaborating with other schools and districts, obtaining feedback from our School Reopening Task Force, and carefully reviewing federal and state guidelines we plan to open Captain Isaac Paine School with a hybrid model of two days in-person and three days of virtual instruction each week. Student capacity would be at 50% to allow for social distancing and safety protocols.

As required by the state, the plan we submitted to the RI Department of Education includes options for full in-person, a hybrid model, and full virtual learning. If Kindergarten registration yields smaller sizes than in the past, which our current enrollment predictions indicate, we will work with K families, teachers and staff to consider full in-person learning for K students. Under all three scenarios - full in-person, hybrid, and full virtual - our differently abled students with significant academic learning and therapeutic needs (our most vulnerable populations that respond better to in-person instruction) will continue to attend more than their peers, based on individual needs. This plan was submitted to the state for guidance and feedback.

The family survey asked you to consider three options for virtual learning. The following model with the most popular option at the middle and high school.

- **In-Person Instruction Alternating EVERY 2 DAYS**
 - **All Students** - Virtual learning would occur every Monday (except holidays and short weeks) for all students; All classes would meet on this day during structured class time.
 - **Group A** would learn in-person every Tuesday and Wednesday all year and learn virtually the remaining days
 - **Group B** would learn in-person every Thursday and Friday all year and learn virtually the remaining days

As we begin to implement our plans to reopen schools, we must do so under the RIDOH, RIDE, and the Center for Disease Control (CDC) guidelines. Adhering to those guidelines will require us to modify schedules, staff assignments, instruction, safety protocols, and numerous facets of our schools. There are aspects of our schools that our students, staff, and families have historically enjoyed that are not permissible under current guidelines.

Please keep in mind that as the status of COVID may change in our communities, so too may our plans. Our ability to reopen schools fully, and the manner in which we open them, will depend on information and directives received from the Center for Disease Control (CDC), the RI Department of Health, and the RI Department of Education throughout the summer.

Throughout the virtual learning process, we missed the day-to-day interactions between and among students and adults that have made Ponaganset a family. We look forward to returning to a hybrid of in-person learning and virtual learning that returns all students to school and safely advances the Governor's goal of full in-person learning commencing August 31, 2020.

The vision and guiding beliefs driving the Foster District's School Reopening Plan follow this introductory message. We will continue to refine our plans and fine tune the operational details over the next six weeks. We will also be holding community forums to discuss the details of the plan.

Sincerely,
Michael S. Barnes,
Superintendent of Schools

Vision and Guiding Principles for Re-opening

I. Core values driving the plan

Our schools are designed to be part of a cohesive elementary / middle / high / post-secondary system with aligned programs, strong transitions, and progressively complex learning experiences aligned to common expectations for learning. We designed our high-functioning comprehensive schools to:

- Ensure the health and safety for our students and the entire educational community;
- Provide the highest quality educational experiences for all children;
- Equitably serve all students in an authentic, personalized learning environment;
- Restructure instruction to foster deeper learning and transferable professional skills;
- Engage students in problem-based and work-based (high school) learning experiences; and
- Provide students autonomy and flexibility in their studies.

We aspire to:

- Provide a rigorous and engaging learning environment with an inclusive school culture;
- Prepare students for middle school with the foundation needed to graduate high school with a competitive edge needed to succeed in college and careers while empowering them to be designers of their own futures.

II. Hopes and aspirations for the fall

We understand that this pandemic has impacted students, families, and our own staff in multiple ways. We also recognize that the at-home learning environments for students vary greatly. Some students have adequate internet access and others don't. Some students have strong support of technologically proficient adults and some have the support of willing, but less proficient adults. Our approach to reopening schools in the 2020-2021 school year and instructional framework we put into place are designed to respond to the need to support our students' academic and personal-social development through in-person learning, while ensuring we can adhere to the guidelines promulgated by the CDC, RIDOH, and RIDE.

Just as other aspects of our economy slowly opened up in a phased reopening process, we hope to do the same with our schools. Ensuring the safety of students and staff, while concurrently providing a high-quality education, remains a primary consideration of our team. We hope to begin the year in the hybrid model, ensure our students and staff fully understand and implement our procedures and protocols, assess how they are working, and refine them as necessary. As the data confirms our instructional and operational success, we hope to return 100% of students to a full in-person learning environment.

III. The process of building the plan

In June, the Governor advanced the goal of full in-person learning commencing August 31st. On June 19th the state released guidance that included guidelines from the RI Department of Health to support schools in the planning process.

In response to the state's guidance, and to achieve our guiding principles, Foster and Foster-Glocester Schools formed a School Reopening Task Force. We also joined a consortium of school districts around the state to collaboratively approach the process of developing plans for the fall. Our task force participated in four facilitated sessions targeted to various aspects of the plan. We developed a survey for families that generated 943 responses. We also developed a survey for faculty and staff that generated 170 responses. Our School Reopening Task Force reviewed the data from these surveys side by side and identified the priorities of students, staff and families. We also identified next steps and specific topics that needed further refinement.

IV. Reinforcing the need to be agile and flexible

Our discussions with our School Reopening Task Force, our collaboration with other districts, our internal planning process, and our review of state and federal guidance shaped the development of our current plan. We view our School Reopening Plan for the 2020-2021 school year as an evolving document that will continue to be refined over the next six weeks.

Please keep in mind that as the status of COVID may change in our communities, so too may our plans. Our ability to reopen schools fully, and the manner in which we open them, will depend on information and directives received from the Center for Disease Control (CDC), the RI Department of Health, and the RI Department of Education throughout the summer.

V. A high-level timeline with major milestones, including expected communication

Week of August 24th

- Teachers and staff return for 2-3 days of orientation and protocol training
- Provide professional development on the use of new technology and instructional practices

Week of August 31st

- Students return to school

Week of July 20th

- Continue internal planning for professional development and school operations
- Share results of family surveys and the school reopening process
- Advertise Community Forum to discuss reopening plans for 2020-2021

Week of July 27th

- Publish forms for parents to enroll in busing
- Publish forms for parents to enroll in Foster/CIP Virtual Academy options (2 choices)

Week of August 3rd

- Provide professional development to staff and teachers virtually
- Post signage and traffic flow markings needed in classrooms and common areas

Week of August 10th

- Arrange classrooms to meet new configuration requirements
- Arrange dining areas to meet new configuration requirements

Week of August 17th

- Finalize student schedules/options
- Finalize bus routes
- Provide communications to students and families regarding schedule assignments and transportation

Week of August 24th

- Teachers and staff return for 2-3 days of orientation and protocol training
- Provide professional development on the use of new technology and instructional practices

Week of August 31st

- Students return to school

Reopening Support

RIDE's role is to ensure that all LEAs are prepared to provide students, staff, and families with a safe educational experience in the fall and to provide key resources to LEAs in support of that process. Over the next few months, RIDE will be compiling and updating guidance resources to support LEAs in drafting key components of their reopening plans. Additionally, RIDE will support LEAs by providing feedback on reopening plans and opportunities for peer review of plans through a public-school consulting organization (District Management Group).

Plan Submission Process

1. RIDE releases guidance document and planning template on **June 19, 2020**.
2. Each LEA completes the template with assurances and evidence, as applicable. Plans must be submitted to reentry@ride.ri.gov by **July 17, 2020**.
3. RIDE provides confirmation of receipt of the plan and notifies the LEA if any additional information is needed prior to review of the application.
4. RIDE reviews the application and provides feedback to districts by the end of July.

Critical Components of an LEA Reopening Plan

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

LEAs 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 **RIDE by July 17, 2020.**

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).
		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.
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.
		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.
	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: <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	o. 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		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.
	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 RIDOH’s Community Mitigation Team.



		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.
X		t. Post signs or posters describing the district's rules for wearing masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.
	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.
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		
		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.
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.
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.
		dd. Implement other procedures, as needed.
Industry specific guidance and updates		
X		ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
		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
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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	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 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.

**In Foster, we have always committed to personalizing our students educational opportunities. When RIDOH and RIDE determines that a full in-person educational experience is safe based on the 5 metrics outlined by the Governor, all students will be invited to attend with three options for attendance.*

Foster will implement the model determined appropriate for August 31st and throughout the school year as determined by RIDE and RIDOH. Prior to writing and since the writing of the plan submitted on July 17, 2020, we continue to listen to families, teachers, and staff. Our first guiding principle continues to be ensuring the health and safety for our students and the entire educational community while concurrently serving all students in high quality, rigorous, equitable, and personalized learning environments.



This full In-person learning will have options for parent choice - to the extent it is possible within CDC, RIDE, and RIDOH safety guidelines. We will offer 100 percent in-person learning group, a hybrid (Students rotate in a group every 2 days), and a 100% virtual learning group while following the state-wide, district approved calendar. Students will need to select full in-person or full virtual through an online registration process. We will work with families to accommodate those requests to the extent of our ability while maintaining safety and social distancing for all students in-person. Under current state and federal guidelines it would not be possible for 100% of students to be present in our elementary school every day and fully honor the guidance promulgated. Moreover, 100% of our families do not want to return in person. If more families select the full in-person option than we can safely accommodate and still adhere to our protocols, then we will work with families to schedule them into a hybrid or virtual option.

Our first option and choice in our plan we submitted is for our Foster elementary students to return as a hybrid model if the district is given a choice by RIDE and RIDOH. We realize that the re-opening scenario has not been established by RIDOH at this time. We do strongly feel that a revolving attendance model with less than 100% of students present on any given day would be the most appropriate option for our students, families, and staff at this time versus the “full in” model that was recommended by RIDE. This decision was not taken lightly and was based on family and staff survey data, physical space and accommodations in the building, transportation, fiscal costs and the safety of all students and staff. We will wait for further guidance from RIDE and RIDOH before proceeding with our proposed plan for our students.

During Full, In-Person Instruction:

Foster/CIP, students will be distanced at least 4-5 feet apart, facing forward with a maximum class size of 30. This class size includes students and staff. In classrooms where students will be 6 feet apart or a stable group can be established then students will not be required to wear a mask. *6 feet apart is the goal for all students but not always feasible due to classroom size and structure at CIP. A mask is always recommended/suggested.

Differently abled students with significant learning and therapeutic needs will be prioritized to return. Differently abled students with significant learning and therapeutic needs will be encouraged to stay in stable groups all day and will be encouraged to stay at least 6 feet apart from each other. Those students will not be required to wear masks, except when in common areas as tolerated.

These special education groups will eat lunch in the classroom to minimize exposure to other students. All staff working with this group of students will be required to wear masks and face shields (as needed) at all times.

At Foster/CIP, students will be in the same stable group for all content areas. Teachers, Specialists, Service Providers, and Support Staff will rotate to each class in the specific grade level they are assigned to and provide content material and services.

Students will only leave the grade level classroom to access the bathroom (if not located in the classroom), lunchroom and recess (permitting accessibility and safety measures are in place.), nurse visits, and/or arrival and dismissal time. Desks will be cleaned daily at least 3x a day (snack time, lunch time, and end of the day by teachers, assistants, and students where applicable. Classroom bathrooms and shared bathrooms will be cleaned regularly by custodial staff.

The school building will be cleaned and sanitized on a daily/nightly basis by custodial staff in compliance with CDC Guidelines.

Student handwashing will occur before/after recess, lunch, snack time and bathroom use throughout the day. Hand sanitizer will be encouraged to be used several times throughout the day. For example, before/after entering and exiting the classroom.

Hallways will be marked as one way on each side of the hallway. Clockwise and counterclockwise directionals will be placed in hallways. Markings on the floor will be included to ensure 6 feet apart in hallways and in classrooms in front of sinks. Markings will be included in bathrooms located outside classrooms as well.

Touchless sinks and touchless paper towel dispensers have been purchased and are being installed in all bathrooms/classrooms. Hand sanitizer is available in all classrooms, bathrooms, and/or other locations of the school building.

At Foster/CIP, hallways will be labeled to encourage traffic flow to be in one direction on each side of the hallways. Teachers and/or Teacher Assistants will be stationed at classroom doorways to supervise and monitor students safely moving to each classroom and specific area/location of the building.

All students and staff will be expected to wear a mask when moving throughout the building. Signage will be located at the front office and throughout the building notifying all occupants to be wearing masks at all times when not in stable groups. Handwashing signs will be posted in all restrooms and classrooms.

Assigned Seating is mandatory.

During Partial In-Person Instruction:

All safety protocols remain the same as full in-person instruction, except while in classrooms where students will be 6 feet apart and/or stable groups are established then students will not be required to wear a mask. A mask is always recommended. Maximum class size will be 12-15 students depending on the classroom size.

Students will attend 2 days per week in-person and 3 days per week virtually. Our differently abled students with significant academic and therapeutic needs(our most vulnerable populations that respond better to in-person instruction) will continue to attend more than peers, based on individual needs.

Our plan is to provide all our families in Foster an option to send their child to school in person. Students will be placed into a cohort based on attendance in the proposed hybrid model. Each grade level teacher (We currently have 2 of each grade level.) would be assigned a class list/cohort of daily attendees and a class list /cohort for hybrid attendees. Monday will remain the virtual day of instruction for all students. Monday will be used as a virtual learning day for all students. We are exploring an option for families to send their child to school M-F. A registration form for different options will be sent to Foster families in the month of August.

If our Foster students need to return in a limited in person scenario then the following will be in place for our **During Limited In-Person Instruction:**

All of the same safety protocols and procedures will be in place as the other scenarios outlined. Pre-k, K, and grade 1 students will attend daily Tuesday through Friday. These grades will serve as our population at 25% capacity. Mondays will be used as a virtual learning day for all students. We are exploring an option for families to send their child to school Monday through Friday in this limited in-person scenario.

Our differently abled students grades 2-5 with significant academic learning and therapeutic needs (our most vulnerable populations that respond better to in-person instruction) will continue to attend more than their peers, based on individual needs. All other students (Grades 2-5) will continue virtually daily in this scenario.

Students in Pre-k and K will follow social distancing protocols and measures in individual classrooms. Grade 1 students will be divided into 4 smaller groups and in different classrooms nearby to allow for teacher instruction and instructional assistants support. The classrooms can not accommodate the size of this group with social measures in place and therefore need additional space to guarantee the safety measures and protocols of all students and staff.

Vulnerable Populations In Partial Models:

We do have plans to support our vulnerable populations in partial models, particularly in elementary school. However, we have very few students who are categorized in this category in our district. The students who are categorized as our vulnerable populations will attend school Tuesday through Friday and/or Monday through Friday depending on how we are approved to return. The students will be placed in a setting with the special education teacher, instructional assistant to begin their school day. The students will be mainstreamed into their regular education setting as much as possible adhering to the least restrictive environment and IEP plan and goals. The special education teacher and/or instructional assistant will provide accommodations, modifications and support to these individual students on a daily basis in conjunction with the regular education classroom teachers.

Our “resource students” will be placed in the least restrictive environment and this consists of the regular education setting for most students. Students will receive instruction from the regular education teacher in the classroom and instruction from the special education teacher in the classroom as much as possible based on feasibility. We do realize that the “push in” approach isn’t necessarily the best approach at times for all students and that “a pull out” approach may be needed by educators to meet the individual needs of individual students. This scenario will be determined for students on a case by case basis according to their IEP goals and plans.

Lastly, all IEP students will be given priority in attending school in Foster Tuesday through Friday and /or Monday through Friday based on our plan's approval form RIDE/ RIDOH. The general population of students in selected grades will be virtual and preference to daily in person instruction is being reserved for our special education students, transition grades, and younger student population.

Full Virtual Instruction:

If possible based on RIDOH guidance, Our differently abled students with significant academic learning and therapeutic needs (our most vulnerable populations that respond better to in-person instruction) will continue to attend more than their peers, based on individual needs.

All other students would receive instruction virtually.

[CIP/Foster Virtual Plan Document](#)

Our Library Media Specialist/ Instructional Technology Coach will continue to create new Google Slide Deck templates with each classroom teacher and specialists in our Google Classroom Learning Management System to include a location for all content subject assignments and pacing guides and schedules/ meeting times. Grade level teachers will meet weekly during common planning time with The Building Principal/ Library Media Specialist/ Instructional Technology Coach and will be reviewing priority content standards and activities while including opportunities for instruction to fill any gaps in learning while addressing additional misconceptions/preconceptions for all students. Technology will be embedded in daily instruction and support provided to staff and students.

Class DOJO will be used by classroom teachers for email communication only. Assignments and classroom materials will be posted in The Google Classroom Platform.

Attendance will be conducted via in person and/or Google Classroom.

Zoom will be accessed for virtual instruction.

A hybrid curricula of Eureka, Wit & Wisdom, i-Ready, Lexia, dreambox will be available during Partial In-Person Instruction. This hybrid approach will be supported by our Library Media Specialist/ Instructional Technology Coach for the 2019-2020 school year. Support with this curricula will also be provided to students, teachers, and families by the Math Specialist & Reading Specialist.



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:
Polly Cairone-Nurse	polly.cairone@paineschool.org
Kim Soares-HR/Administrative Assistant	kim.soares@paineschool.org
Kecia Pierce- Administrative Assistant to the Principal	kecia.pierce@paineschool.org

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

At CIP, Isolation rooms have been established in the nurse's office (first location) and the conference room located in the main suite by the nurse's office as the second isolation room location. The nurse will contact and follow all DoH procedures and CDC guidelines, utilizing the RIDOH Playbook. The nurse will then contact the HR/Administrative Assistants, Principal to assist with staffing and notifications. The nurse will also contact the Assistant Superintendent and/or Superintendent to assist with student concerns and contact tracing.

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 RIDOH's Community Mitigation Team.

COVID information posters are posted in each classroom and restroom. Students and staff will be asked to screen at home before leaving for school following the Screening Tool.

The district will follow the RIDOH Playbook and work with RIDOH's team when any student or staff test positive or have COVID-19 symptoms.

Communications will be sent to families and staff once districts receive the RIDOH Playbook for guidance. Staff, students, and families will be notified that they must complete the screening tool and complete an online form daily before entering the school building assuring the district that they do not exhibit any symptoms listed that cannot be explained, as per the tool. School staff will follow up with families and staff that did not complete the digital form before arriving at school, stressing the importance of the document daily. The district is working on ways to send daily reminders via text or messaging system.



[Communication to Families:](#)
[Principal Letter](#)
[Superintendent Letter](#)

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.

The school nurse will contact RIDOH and follow their guidance. Our student information system will be used to help generate rosters and contacts to aid in notifications. We will abide by all health privacy laws. Confidential staff will be utilized to communicate with families to include the Superintendent, Assistant Superintendent, building Principal, school nurse, social worker, and school psychologist. A daily visitor log will be kept at the main office with all important information.

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) for all students. This plan must include an assessment of learning for multilingual and differently abled students.
	X	c. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.
		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 support (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 multilingual learners and differently abled students should be noted in the plan.
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 a 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 the 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 a 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.

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 a 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 the 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) for **all** students. This plan must include an assessment of learning for multilingual and differently abled students.

Foster/ CIP utilizes i-READY Reading and Math Assessments three times annually to monitor learning progress and loss for ALL students grades K-5. Students will be assessed starting September 3, 2020. Students are then assessed in January and again in May. The district creates an assessment calendar annually that is posted on the website that includes all state and local assessments for all learners.

[CIP Calendar 2019-2020](#)

[CIP Assessment Calendar 2020-2021](#)



2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.

Our MTSS Team, which includes our intervention specialists will be reviewing all i-ready data at least three times per year. The team also reviews student academic and social emotional progress and interventions every 6-8 weeks per school calendar year. This Review occurs in between i-Ready assessments as well. Special Educators are not only assigned a caseload of students to support in class through our inclusion model, but are also assigned to grade levels to help support teachers in lesson and assessment development to include scaffolds and accommodations to promote success for all. In addition, a reading specialist and math specialist will be working with students on specific interventions and supporting classroom teachers and students in the classroom focusing around the new curricula in ELA & Mathematics. Other support personnel such as the social worker, psychologist, school nurse, health teacher, and behavioral specialist will support teachers and students with social emotional needs and behavioral needs. The adoption of “The Responsive Classroom” Model/Approach is a school wide initiative to support our students social emotional needs.

Our Library Media Specialist/ Instructional Technology Coach will continue to create new Google Slide Deck templates with each classroom teacher and specialists in our Google Classroom Learning Management System to include a location for all content subject assignments and pacing guides, schedules, and meeting times. Grade level teachers will meet weekly during common planning time with The Building Principal/ Library Media Specialist/ Instructional Technology Coach and will be reviewing priority content standards and activities while including opportunities for instruction to fill any gaps in learning while addressing additional misconceptions/preconceptions for all students.

Class DOJO will be used by classroom teachers for email communication only. Assignments and classroom materials will be posted in The Google Classroom Platform.

Attendance Check In will be conducted via in person and/or Google Classroom.

Zoom Meeting links will be included in Google Classroom as well.

Google Calendar will be utilized in grades 3-5

Schedules and Office Hours will be included for student and family support.

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

The Foster Virtual plan for the fall will look different in the following ways:

A virtual academy has been created to include 2 models.. All students with medical concerns and/or who wish not to return to in-person learning will have the opportunity to participate in one or more of the following:

i-Ready Curricula- ELA & Math, dreambox, Lexia
and Grades 2-5: Eureka and Wit & Wisdom Hybrid Model

[Foster/CIP Virtual Plan Options](#)

Those students learning virtually during all re-opening scenarios will have a different experience than in the Spring of 2020. We have learned that for most students, a weekly pacing guide/organizer is needed to help students stay on track and organize assignments and learning time more effectively. In addition, we will provide a synchronous model to engage students in daily instruction. Zoom meetings will consist of class meeting times and instruction in regards to the core content areas. Students will follow a schedule and be offered additional “office hours” for academic support with either a TA and/or teacher assigned to an individual or a small group of students. Students will also be offered an asynchronous option (with prior approval) for students with medical concerns and/or parents’ decision for homeschooling. They will be provided with a support staff (TA and/or Teacher) to have regular check-in times to monitor progress.

The complete virtual learning model will be implemented district wide for all students and staff in the event of a complete or partial school closure. Students will be provided a schedule and Zoom times for all content area lessons. Hybrid lessons will be provided in ELA & Math Curricula in grades 2-5.

Students will be provided instruction times via Zoom, Work assignments and materials via The Google Platform, and Office Hours with Teachers/Teacher Assistants to support virtual learning. Google Calendar will also be utilized in Grades 3-5.

Teachers and students will continue to access Google Classroom/Weekly Slide Decks as our learning management system. We will continue to use Zoom (paid version with added security) for virtual instruction. Our Library Media Specialist/ Technology Coach will support teachers, staff, students, and families with this endeavor.

Classrooms will be equipped with a monitor/screen, webcam and speaker/mic to stream the class to those students at home during partial/limited in person scenarios. Students in class will be able to interact with students at home. The technology will enhance and support engagement and social interactions with students and teachers in class and at home.

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

Students will receive the same rigor in curriculum and instruction, regardless of their location. High quality curriculum is used for Math and ELA, both in person and at home. CCSS and national standards are followed in all courses, along with Proficiency Indicators to help assess outcomes and progress.

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

Teacher absenteeism and attendance will be addressed in accordance with School Committee policies, RIDOH guidance, FMLA and FMLA regulations, along with our Collective Bargaining Agreements.

The district is returning to the approved Grading Policy. Student handbooks are being revised to remove perfect attendance incentives. Attendance expectations for in-person and virtual learning will be added. All other protocols will be added to the Student Handbooks to include: classroom and common area protocols, bus protocols, and dining and lavatory protocols to support health and safety.

Students that are unable to attend school after completing the self-assessment symptom checker may still participate virtually in their class daily. Students will be marked present when participating in-class or from home in Aspen for each class attended virtually.

We will distinguish who is in-person and who is at-home in Aspen to help us with contact tracing and for other safety reasons (fire drills, etc.)

Report cards are sent home quarterly. Usually these are paper copies. We are planning to move to a digital format for all report cards distributed to families for the upcoming school year. Families and students are notified by the schools when they are available.

There are no changes to the promotion policy.

Testing will follow RIDE guidelines and testing windows for grades 3-5.

6. Develop a process for identifying students potentially in need of additional support (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 multilingual learners and differently abled students should be noted in the plan.

Foster-

CIP uses a Multi Tiered System of Supports (MTSS) to support all students. We are revising and re-creating the system to include entrance and exit criteria for interventions and all service providers being present and represented at all meetings to support students academically as well as behaviorally and socially and emotionally.

The district provides services to our students with a certified Reading Specialist and Math Specialist using a collaborative model as well as incorporating other special education service providers in plans. Students with a Personal Literacy or Math Plan receive push in or pull out services from the Reading Specialist and Math Specialist depending on student needs. These interventions continue both virtually and in-person.

Students with IEPs access the schoolwide screening, assessment and tiered intervention system of support for both academic and social emotional needs as appropriate. Additionally, special educators and other specialists monitor progress in the areas identified in the IEP minimally on a trimester basis using normative measures and formative assessments. IEPs are reviewed and adjusted accordingly.

Additional supports for differently abled youth with significant needs:

Adult assistance is provided as needed to support differently abled learners to follow social distancing, cleaning and mask wearing.

Specialized visual cues provided in the classroom environment to support social distancing.

Therapeutic support (desensitization strategies and positive reinforcement) to maintain mask wearing throughout the day.

Alternative access to the general education curriculum provided when physical presence is not possible (even with adult assistance) due to documented inability to maintain social distancing protocol.

Special Educators and other service providers (intervention specialists, speech & language, OT, PT, etc) will primarily use a pull out model for servicing students with significant needs. All adults and children will wear a face covering during transition to and from servicing students in alternate locations.

Social emotional needs are supported via the school wide PBIS/MTSS system. Additionally students (with and without IEPs) in need of augmented support may access the Alternative Learning Program- Plans and services provided by The Behavioral Support Professional/Special Education Teacher with consultation from the region's behavior specialist.

The program is designed to teach pro social skills needed to maintain participation in the general education setting.

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

Regardless of the learning environment (school, home or hybrid) student progress toward IEP goals is continuously monitored. When student data warrants, the IEP team is convened to consider adjustment to goal, instructional strategies or frequency of service. Short term objectives reflect expected incremental growth or differing skills towards the annual goal. All required parent meetings will continue to be offered (optionally) via video conferencing.

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

As part of our planning, a professional development calendar was created. The recommendations of needed PD came from administrators and teachers from all content areas, specialists, and special educators. Offerings will include, but not limited to, online/hybrid teaching practices and expectations, differentiation and MTSS, culture and equity, executive functioning, SEL standards and curriculum, safety protocols, Eureka Math, Wit & Wisdom, Boston K2/Focus on First, and Foss GEMS-Net Science Kit/Curriculum PD for all teachers and Teachers assistants where applicable.

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

[CIP Professional Development 2020-2021](#)

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 a hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).

Surveys were distributed to families and students to obtain feedback. In addition, parents were represented on the Re-Opening Task Force. See survey summary here.

Surveys were distributed to families and staff to obtain feedback on distance learning from the spring and Reopening Plans for the fall. In addition, parents were represented on the Reopening Task Force.

Both staff and families indicate that they would like to see a more structured, synchronous learning schedule implemented in the fall. Having too much flexibility when completing lessons and attending virtual activities created a challenge around student engagement.

Survey data reports that 37% support full in-person instruction, 37% prefer a hybrid model to reduce class size and implement full social distancing without masks, 19% prefer full virtual learning with proposed synchronous changes, and 7% plan to homeschool their children.

District-wide, if a hybrid model is implemented, 45% prefer Monday virtual, in-person instruction either Tuesday and Wednesday OR Thursday and Friday. 30% prefer alternating weeks in-person with all virtual every Monday, 25% prefer alternating every other day. 48% of the families would find any hybrid model challenging but would be able to figure it out, 27% would find it very challenging, and 24% have no issue with the hybrid model.

Staff data indicates that they would be more comfortable returning to school in a Hybrid Model.

Both staff and families indicate that they would like to see a more structured, synchronous learning schedule implemented in the fall. Having too much flexibility when completing lessons and activities created a challenge around student engagement. The district has created protocols for students and teachers to be followed at any time distance/virtual learning is being implemented. Teachers will be instructing live in the classroom and streaming the lesson live via Zoom to those learning from home. Students will be assessed when in-person to reduce academic dishonesty.

If all students are virtual, then assessment testing windows will be assigned during scheduled classes. The development of consistent structures to The Google Classroom Platform will also help students and families navigate the platform more easily. As we plan for more possibilities of virtual learning, the District will continue to include Weekly Google Slidedecks in grade level Google Classrooms with sections for easy usage to include: teacher contact information and Zoom links, course materials, daily objectives and assignments, and announcements at the very least.

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.

The Superintendent will provide bi monthly (or more frequent as circumstances may change) communications to families regarding health and safety guidelines and distance learning/in-person learning changes. Principals also provide a biweekly/monthly newsletter to families regarding school highlights and operations. In addition, our district website is updated with all communications, health guidelines and resources, technology resources and support, and virtual learning support. School Messenger and/or Aspen is utilized for emails and voice messages for important immediate communication to all families.

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

Region's Mission: Ponaganset's Mission is to: Empower future-ready graduates with passion, purpose, and proficiency to Start Here and Go Big!

Foster- CIP's Mission:

Mission Statement: At CIP we inspire students to become lifelong learners and responsible citizens in our community by providing a challenging and supportive environment!

A Paine Panther ROARS (Respect Others And Respect Self)



<p>Vision Statement: All students will become lifelong learners and demonstrate proficiency in academic based national standards. Students will be able to use a growth mindset to meet future challenges and make positive choices.</p> <p>We are continuing to build and support a school culture that develops, implements and supports protocols and practices that foster mutual respect, growth mindsets, trust, and collaboration.</p> <p>Social Emotional Supports for all students by all staff will be implemented to foster this culture by utilizing PBIS and Responsive Classroom.</p> <p>CIP - Responsive Classroom Initiative</p> <p>SEL Checklist</p>
<p>New student & guardian orientations will be held in small groups in August for incoming Kindergarten well as those new enrollments during the summer. Students & guardians will get a tour of the building, meet with administrators, receive their devices, and learn about our email and learning management system, Google Classroom.</p> <p>Teachers are working to include SEL standards into daily lessons. All support personnel and administrators work closely with students and families to provide support and resources. The adoption of “The Responsive Classroom” Model/Approach is a school wide initiative to support our students social emotional needs with the involvement of the whole school community.</p> <p>A plan for technology distribution and use is being created. The Library Media Specialist/ Technology Coach and Tech Administrator will work collaboratively in the area of distribution, access, and support to students, staff, and families.</p>

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 district, RI Department of Health, and community partners.
X		c. Assess mental health resources - develop a plan to access additional, external support 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 a 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.

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 support 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 a 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.

[*Social Emotional Checklist for all CIP Students- Grades 3-5 weekly- Move to ALL Grades; SEL Checklist](#)

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

Angela Ruscito- School Psychologist
Maureen McEntee- School Social Worker

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

Staff are provided with all mental health resources available from RIDE. In addition, weekly yoga classes on Zoom/(in-person when available) will continue to be offered to all staff for free by Shri- Yoga for Educators. We also offer an Employee Assistance Program to all staff. They provided free meditation and mindfulness sessions during remote learning in the spring of 2020 and plan to continue. They will be offering other self-care support in addition to their financial, marital, and counselling services. The district support team is creating staff activities to support relationships and engagement. Social Workers and Psychologists will offer support groups for teachers as needed.



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 school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.
	X	g. Identify staffing changes for the upcoming school year and develop plans 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. <ul style="list-style-type: none"> - 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 existing resources to identify gaps in technology needs. Calculate expected cost for technology needs.
		s. Survey families to determine technology needs
X		t. 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 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.
		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

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 school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.
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 existing resources to identify gaps 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 plans for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.

Any vacant staff positions were posted as anticipated based on previously expected enrollment. Reductions in staff will have to be evaluated once the model is in place. Some FTEs were reduced due to budgetary needs. Certain positions will have to be returned to a full time status to ensure contractual terms and daily operations of the building. Once families determine their mode of delivery (virtual or in-person), staff assignments will be made to support TheVirtual Academy. All substitutes were notified that we will be retaining them in the fall. A 'Building Substitute has been secured for teacher absences. Opportunities may be available to use substitutes to cover a teacher while they prepare lessons for students who are learning virtually. When a teacher needs to be home but is able to teach, a substitute may cover the class in person while the teacher teaches remotely from home. Support personnel or unassigned teachers/specialists will assist with school operations as needed.

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.

For all in-person scenarios, we will be following a normal schedule district wide. We will be adding additional lunch sessions in the building and providing additional locations for lunches to avoid eating in the classrooms at all times where social distancing of 6' apart may not always be possible when in full session. For example, Grade levels will eat lunch on an alternating basis in the cafeteria/outside (weather permitting) or inside the classroom. Recess times will be adjusted. Times might not be able to be attached to the lunch schedule. Recess will be held outdoors as much as possible in the same format of alternating weeks as the lunch schedule. One week inside for a class and the other outside. At CIP, each grade level will be assigned 1 core content teachers. In Grade 3- 2 content teachers.



Specialist, Special Education Providers, and/or other support personnel will have to provide services to students in classrooms.

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

Families were surveyed regarding transportation. They were encouraged to drop off or carpool. 68% of families plan to utilize bus transportation for all in-person scenarios. 30% will be dropped off by family or drive themselves, and 2% plan to carpool. A registration for busing will be sent out in August to secure their seat on a bus and for the bus companies to plan accordingly.

Assurances/ Evidence Documentation-Foster

[Message From The Superintendent](#)

[CIP Lunch/Recess](#)

[CIP Arrival Dismissal](#)

[CIP Procedures in Classrooms](#)

[CIP/Foster Virtual Plan Options](#)

[School Re-Opening Budget- Covid Related Expenses 2020-2021](#)

[Feedback & Answers](#)