

JOHNSTON PUBLIC SCHOOLS
LEA Reopening Plan 2021-2022 School Year

LEA: Johnston

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- **Vision and Guiding Principles for Re-opening**
 - a. **A strong vision includes the following 5 components:**
 - i. **Core values driving the plan**

Johnston Public Schools play a range of roles beyond education in our community. As childcare for working families, they are a foundation of any attempt to continue to reopen the economy. They are centers for community relationships and distribution points for essential social services. But, before any of that, they must be safe places for children and staff. With those various functions in mind, we must ensure that our plan clearly forecasts the vast changes to what public school might look like in the coming school year. We must anticipate that any plan will evolve and adapt over time in accordance with national, state, and local guidelines and the needs of our students, their families, and our employees. Most importantly, we must ensure that any plan to reopen our schools must address our fundamental priorities: the safety and well-being of our students, families and communities, and our employees.

The process for reopening our schools must include a “blueprint” of policies, protocols, and options that prepare Johnston Public Schools, its employees, students and their families, and the community to provide the students with high quality educational opportunities during the continuing pandemic and beyond. We must ensure the safe, responsible, and successful reopening of our schools while addressing the challenges created by the pandemic. The work of the joint task force must comply with guidelines provided by the Centers for Disease Control, state and local government, and educational organizations to ensure that the voice of the experts are included in our plan.

ii. Hopes and aspirations for the fall

Johnston Public Schools are committed to providing the highest quality education while meeting the needs of our students, their families, and the community we serve with the ultimate goal of student and staff safety. It is the desire to reopen our schools with various layers of safety

protocols by adhering to the guidelines provided by the Centers for Disease Control, the Rhode Island Department of Health, and the Rhode Island Department of Education.

iii. The process of building the plan

Johnston Public Schools updated our plan for Reopening Our Schools, with the following mission statement: We will design and implement a plan to ensure the safe, responsible and successful full reopening of our schools in the 2021-2022 school year while addressing the multifaceted challenges created by the pandemic by also abiding by all State, Federal and CDC regulations to give clear guidance to our community.

With this mission at the forefront of our work, it is important to consider the many facets of programming and operation, both generally and according to specific departmental requirements focusing on a specific, critical components of the full reopening plan: Health and Wellness, Social-Emotional and Mental Health Support, Communication; Curriculum, Instruction, and Technology; School Operations, Logistics, and Transportation; and Facilities, Space, and Security.

iv. Reinforcing the need to be agile and flexible

Our plan, while nimble, will include required elements for our school system, while each school will further develop criteria relative to their setting. Additionally, we understand the demands and challenges that each scenario may pose to families. Therefore, we are continuing our partnership with community stakeholders for social emotional and behavioral health support. As you review the proposed plan, please be assured that on-going communication among all stakeholders will continue as we work together to support the various needs of our students and families.

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

- Transition grade orientation will occur prior to the opening of school. These grades are Kindergarten, grade 1, grade 6 and grade 9.
- Bus routes will be posted on our District website on August 20, 2021 and also in the local newspaper on August 26, 2021.
- Parent information will be regularly distributed prior to the opening of school by our School messenger System and by the individual schools for school specific information.
- The town of Johnston will hold its first vaccination clinic on August 26 from 3-7PM. Families will be notified through the school messenger system and town wide informational practices.
- Johnston will fully reopen schools on Wednesday September 1, 2021. All grade levels will return to school for a full day of orientation and classes. Guidelines and procedures will be practiced to ensure full understanding.
- Individual school open houses will be conducted through the month of September to further communicate information to parents

a. LEAs guiding principles

Our core values driving this plan include the following:

- We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make.
- We will be transparent. We will share what we know and do not know. We will be clear about what we can control and what is outside of our control.
- We will be equitable. We will center decisions on what is best for all students, families, and educators, especially those impacted by educational inequities and the pandemic. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and our community what they need, knowing that our particular community has been hit hard by the virus at different age levels.
- We will listen. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
- We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as the variables on the ground change.
- *We will make the decisions in the best interest of our students and our communities.*

Our hopes and aspirations for the fall reopening of our schools include successfully addressing the challenges of physical and emotional health and safety of students and staff, instruction, social-emotional and mental health support, operations, and family and community engagement through our reopening plan. Our efforts will be accomplished through a strategic, systemic, and collaborative process. We recognize that by its very nature, the process will be fluid and flexible. At any point we will maintain a readiness to revise our systems to appropriately address our stakeholders' needs - with a particular emphasis on our students.

To support all stakeholders, those we serve and those we represent, the district shall employ the following guiding principles within all aspects of the planning, preparation, and implementation of the reopening schools plan.

- Safety and security of our students, staff and community including, but not limited to:
 - Physical health
 - Social-emotional/behavioral well-being
- Curriculum, Instruction, and Assessment: Modified, rigorous curriculum aligned with focus/priority standards by grade level
 - Equitable access to high quality instruction
 - Embedded, high quality, meaningful professional development for faculty and staff
- Frequent, transparent, and timely two-way communication
 - Decisive and deliberate decisions communicated in a timely manner to our stakeholders.
 - Flexible and adaptable as variables change

As a district we will be setting clear timelines for major milestones and expectations including district communication using all forms of communication. Notices and updates will be sent out as needed for on-going district communication.

- **Strengths and Challenges from school year 2020-2021**
 - a. **This provides a starting point from which to build.**

Strengths:

- Increased family communication and contact from school personnel
- Increased use of educational technology platforms (Google, IXL, EdPuzzles, Khan Academy)
- Flexibility for students/families in need of accommodations
- Increased parent engagement
- Focus on student attendance
- Perseverance and resilience of staff and students
- More time for students to work on assignments with embedded support
- Creating an inclusive environment
- Innovative, differentiated and creative approaches to instruction
- Focus on community building and reducing negative interactions

Challenges:

- Need to support students in the structure of school as they return to the classroom full time.
- Support for families in need of alternative setting due to specific health concerns
- Reiterating high expectations for all
- Provide social emotional support through enhanced staffing of mental health professionals.
- Continue to engage students in the classroom and through after school activities
- Encourage a return to social interaction between students and staff
- Provide the required support for students with Individualized Learning Plans
- Provide student physical activity throughout the day
- Provide devices and internet connectivity
- Continue to focus on computer literacy and safety for all users
- Clear consistent, expectations for participation in the classroom and beyond
- Continue to utilize a high quality curriculum in all content areas.
- Particular focus on communicating and engaging with MLL families through the use of translators and multilingual communications
- Ability to hire substitutes when teachers are absent

The process for reopening our schools must include a “blueprint” of policies, protocols, and options that prepare the district, its employees, students and their families, and the community to provide the students of the LEA with high quality educational opportunities during the

pandemic and beyond. We must ensure the safe, responsible, and successful reopening of schools while addressing the challenges created by the pandemic.

ii. Hopes and aspirations for the full reopening of schools

Johnston is committed to providing the highest quality education while meeting the needs of our students, their families, and the community we serve in an environment that is safe for all students and staff. Schools will open with strict adherence to the guidelines provided by the Centers for Disease Control, the Rhode Island Department of Health, and the Rhode Island Department of Education.

iii. The process of building the plan

The Reopening design is a plan to ensure the safe, responsible and successful reopening of LEA in the 2021-2022 school year while addressing the multifaceted challenges created by the pandemic by also abiding by all State, Federal and CDC regulations to give clear guidance to our community.

With this mission at the forefront of our work, it is important to consider the many facets of programming and operation, both generally and according to specific departmental requirements. Therefore, it is necessary to discuss and design specifics within our existing subcommittees, each focusing on a specific, critical component of the reopening plan: Health and Wellness, Social-Emotional and Mental Health Support, Communication; Curriculum, Instruction, and Technology; School Operations, Logistics, and Transportation; and Facilities, Space, and Security.

iv. Reinforcing the need to be agile and flexible

Our plan will include required elements for our school system, while each school will further develop criteria relative to their setting. Additionally, we understand the demands and challenges that each scenario may pose to families. Therefore, we are continuing our partnership with community stakeholders for social emotional and behavioral health support connecting with the Tri-County Community Action program and The Atmed medical treatment program. Also we have and will continue to rely on our district medical and psychological personnel for guidance and support. As you review the proposed plan, please be assured that on-going communication among all stakeholders will continue as we work together to support the various needs of our students and families.

- Critical Components of Reopening Plan
 - a. This includes Health and Safety, Instruction, Social-Emotional and Mental Health Support, Reopening Operations, and Communication.

Based on the CDC Guidelines and the Back to School RI: Health and Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools, we have concluded that opening schools with a full implementation of every student attending school on every day is our goal. Therefore, we have worked collaboratively as Superintendents, our AFT partners and our staff to devise a plan that we feel keeps the health and safety of our students, staff and families as our top priority. All students will return to school in the fall of 2021 for in person learning. All students will have in-school experience. The district may identify special populations and/or specific programs that may require some form of distance learning. Elementary schools will continue with students remaining in their specific classrooms. Middle School will return to the team model and the high school will continue with regular operations. Students will be placed 3 feet apart when possible. All students and staff will be required to wear masks in school and on busses. There will be frequent mask breaks and masks will not be required when students are outdoors. After working with all our constituents and gathering feedback from stakeholders, we feel it is imperative that we respond in a way that is unified, consistent and responsive to health, safety and academic needs of all. The template below outlines our approach in this scenario.

- b. Communication is embedded in each critical component table
Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.

Our hope is to communicate with all our stakeholders early and often, using the systems described below. We have heard from our families that they need to know about the plan for reopening as soon as possible to plan for their child's return to school.

Vision and Guiding Principles for Reopening

1. ***We will put safety first.*** The district will use science, data and public health information to inform the decisions we make.
2. ***We will be transparent.*** We will share what we know and what we do not know. We will be clear about what we can control and what is out of our control.
3. ***We will be equitable.*** We will make all decisions based on what is best for all students, families and educators, especially those most impacted by educational inequalities and COVID-19. We will remember that equitable does not mean equal and we will strive to

give students, families, educators and communities what they need, knowing that our communities have been hit by the virus at different magnitudes.

4. ***We will listen.*** We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
5. ***We will be decisive.*** Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change.

Critical Components of the Reopening Plan:

1. HEALTH AND SAFETY

Face Masks and Coverings will be worn by students and staff while in the buildings

Social Distancing of at least 3 feet when possible

Responding to a Positive Case or Outbreak through isolation, contact tracing and testing in schools.

Minimizing infection COVID-19 by isolating and quickly removing individuals who are exhibiting symptoms associated with the virus.

Regular communication with staff and students on health and safety procedures in schools

Cleaning and Decontamination on an hourly basis in high contact areas and nightly in every building.

Practice disinfection utilizing industry specific guidance and CDC updates

2. INSTRUCTION

All instruction will be in person and in our buildings with the exception of students with specific medical conditions. In those cases the district will utilize the Rhode Island Connections Academy.

Differently abled learner services will be provided and enhanced as needed for each student provided by increased staffing and support.

Ongoing multi language learner support as needed. The district provides these services in every building and has also hired district wide MLL teachers to support all students.

Ongoing professional development for all staff beginning at the beginning of the year and continuing throughout this school year. The professional development will be focused on high quality curriculum programs, emotional support of students, multicultural considerations and Multi Language learner supports.

Family and Community Engagement will continue in each school and at the district level through communications, open houses, parent teacher conferences and the newly created position of parent engagement coordinator.

3. SOCIAL-EMOTIONAL AND MENTAL HEALTH SUPPORT

The district has increased its social-emotional and mental health support teams to meet the increasing need of all students and families

Adequate resources to meet the individual needs of all students including community based programs and supports through tri County and Atmed medical services.

Training for providers in anxiety, depression, isolation and trauma.

The district has hired a consultant to provide ongoing support and supervision for our mental health professionals

4. REOPENING OPERATIONS

Maintaining safe and clean facilities adhering to CDC guidelines

Provide adequate custodial and maintenance staff to meet the daily cleaning requirements for both day and evening shifts

Provide recommended protective interventions such as face masks, hand sanitizer, disposable wipes, gowns.

Provide transportation that is consistent with the Center for Disease Control guidelines

Provide accessible technology for all

Family and community engagement and communication will be a priority

Cost effective transportation for students

Accommodations for vulnerable populations

Insurance screening protocols are followed

Overview of School Reopening Scenarios:

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
High Level Overview	N/A with the exception of high need and vulnerable students	Only when conditions warrant a move to partial in person such as an outbreak in our schools	All students in school spaced 3 feet apart when possible.

Distance Learning

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Distance Learning	N/A with the exception of high need and vulnerable students	Only when conditions warrant a move to partial in person such as an outbreak in our schools	All students in school spaced 3 feet apart when possible. DL through Connections Academy when medically warranted.

Class and Group Size Limits

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Elementary	N/A with the exception of high need and vulnerable students	<ul style="list-style-type: none"> Only when conditions warrant a move to partial in person such as an outbreak in our schools 	<ul style="list-style-type: none"> Students at the elementary level will be placed in their stable classrooms for most of the day. Students will be spaced 3 feet apart when possible. Masks

			are required on the bus and in school buildings.
Middle	N/A with the exception of high need and vulnerable students	<ul style="list-style-type: none"> Only when conditions warrant a move to partial in person such as an outbreak in our schools 	28 Students per class. ~3 feet apart, All Students in-person learning. Students will move from one class to another. Masks are required on the bus and in school buildings.
High School	N/A with the exception of high need and vulnerable students	<ul style="list-style-type: none"> Only when conditions warrant a move to partial in person such as an outbreak in our schools 	HS - All students in-person, maximum of 28 students per class, a minimum of 3 ft apart. Students move from class to class, non-rotating schedule. Masks are required on the bus and in school buildings.
Non-classroom Settings (Elementary)	N/A	6 Feet of distance between individuals with masks indoors.	3-6 Feet of distance between individuals with masks indoors.
Non-classroom Settings (Middle)	N/A	6 Feet of distance between individuals with masks indoors.	3-6 Feet of distance between individuals with masks indoors.
Non-classroom Settings (High School)	N/A	6 Feet of distance between individuals with masks indoors.	3-6 Feet of distance between individuals with masks indoors.
Staff	N/A	6 Feet of distance between individuals with masks indoors.	3-6 Feet of distance between individuals with masks indoors.

Classroom Layouts and Use of School Spaces

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
General Spacing and Movement	N/A	<p>Stable groups must occupy consistent space as much as possible. Each stable group must use the same classroom every day, the same entrance every day, the same hallways, bathrooms, and other areas of the school building. Shared objects must be limited to sharing within that stable group/pod</p>	<p>Stable groups must occupy consistent space as much as possible. Each stable group must use the same classroom every day, the same entrance every day, the same hallways, bathrooms, and other areas of the school building. Students will be spaced 3-6 feet apart when possible.</p>
General Spacing and Movement	N/A	<p>Students will be spaced 3 to 6 feet apart with masks when possible when moving in the building.</p>	<p>Students will be spaced 3 to 6 feet apart with masks when possible when moving in the building.</p>
Classroom Layout	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Desks/tables spaced apart • Assigned seating for all students within 	<ul style="list-style-type: none"> • Desks/tables spaced apart • Assigned seating for all students within the stable

		<p>the stable groups/pods</p> <ul style="list-style-type: none"> • Teachers must utilize seating charts • Students must be faced in the same direction and not facing each other • If tables are being utilized students must be sitting in a half-moon shape and all facing forward and equally distanced apart 	<p>groups/pods</p> <ul style="list-style-type: none"> • Teachers must utilize seating charts • Students must be faced in the same direction and not facing each other • If tables are being utilized students must be sitting in a half-moon shape and all facing forward and equally distanced apart
Hallways	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Developing hallway plan • Minimizing congestion • Staggered arrival time per grade into classroom • Staggered passing times 	<ul style="list-style-type: none"> • Developing hallway plan • Minimizing congestion • Staggered arrival time per grade into classroom • Staggered passing times
Bathrooms	<ul style="list-style-type: none"> • Cleaned and disinfected frequently in line with CDC • Bathroom schedules will be developed so that the pod of students travel to the bathroom at the same time 	<ul style="list-style-type: none"> • Cleaned and disinfected frequently in line with CDC • Bathroom schedules will be developed so that the pod of students travel to the bathroom at the same time • 	<ul style="list-style-type: none"> • Cleaned and disinfected frequently in line with CDC • Bathroom schedules will be developed so that the pod of students travel to the bathroom at the same time

Dining: Elementary	N/A Grab and Go	Meals will take place in the cafeteria with students spaced 3 feet apart sitting with their classroom pods.	Meals will take place in the cafeteria with students spaced 3 feet apart sitting with their classroom pods.
Dining: Middle School	N/A Grab and Go	MS- Two lunch options (both non peanut) Homeroom takes orders. Lunch is delivered via grade or team. Lunch in classroom (monitored by OA staff/support staff/ admin)	Students will have meals in the cafeteria or outdoors with appropriate spacing by grade and team.
Dining: High School	N/A Grab and Go	<p>Breakfast - Grab and Go style. Students eat breakfast in the classroom.</p> <p>Lunch in the cafeteria:</p> <p>The same groups are assigned the same daily lunch time.</p> <p>Students sit six feet apart at assigned tables.</p> <p>14 feet of physical distance will be maintained between stable groups (students will eat lunch with their class)</p> <p>Staff members are encouraged to eat in their classrooms and maintain 6 feet of social distance.</p> <p>Lunch: same period everyday, cafeteria and library-media center: 4</p>	Students will have meals in the cafeteria or outdoors with appropriate social distancing.

Cleaning Surfaces and School Areas

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Cleaning and Disinfecting	Maintenance and custodial staff will have a prescribed schedule for cleaning each bathroom, classroom, common area, and equipment following each use.	Maintenance and custodial staff will have a prescribed schedule for cleaning each bathroom, classroom, common area, and equipment following each use.	Maintenance and custodial staff will have a prescribed schedule for cleaning each bathroom, classroom, common area, and equipment following each use.
Hygiene and Handwashing	Each pod of students will have a schedule for regular hand washing. Hand sanitizer will be available throughout the building and at entrances. Each pod of students will be given a bathroom break schedule and the bathroom will be disinfected between pod assignments.	Each pod of students will have a schedule for regular hand washing. Hand sanitizer will be available throughout the building and at entrances. Each pod of students will be given a bathroom break schedule and the bathroom will be disinfected between pod assignments.	Each pod of students will have a schedule for regular hand washing. Hand sanitizer will be available throughout the building and at entrances. Each pod of students will be given a bathroom break schedule and the bathroom will be disinfected between pod assignments.

Face Coverings

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Face Coverings (Overall)	Face coverings for all in person students with breaks as tolerated and according to CDC guidelines.	Face coverings for all in person students with breaks as tolerated and according to CDC guidelines.	Face coverings for all in person students with breaks as tolerated and according to CDC guidelines.
Face Coverings for Differently -abled Student Classrooms	Face coverings for all in person students, unless a student's documented need supersedes (e.g., medical or behavior plans), with breaks as tolerated and according to CDC guidelines.	Face coverings for all in person students, unless student's documented need supersedes (e.g., medical or behavior plans), with breaks as tolerated and according to CDC guidelines.	Face coverings for all in person students, unless student's documented need supersedes (e.g., medical or behavior plans), with breaks as tolerated and according to CDC guidelines.

Screening Students and Staff

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Screening	All students attending in person sessions must be cleared through the online assurance document including a temperature check each day by a parent/family member. Students attending who have not been precleared must be cleared prior to entering the classroom with a temperature check and screening tool.	All students attending in person sessions must be cleared through the online assurance document including a temperature check each day by a parent/family member. Students attending who have not been precleared must be cleared prior to entering the classroom with the screening tool.	Students will be requested to remain at home when symptoms occur.

School Schedules

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Overall Student Schedules	School schedules will be adjusted to avoid overcrowding of corridors and common areas. When possible, corridors will be one way. When not possible, the corridor will be marked for orderly passing, having students pass in a single file on one side of the corridor and maintaining appropriate distancing.	School schedules will be adjusted to avoid overcrowding of corridors and common areas. When possible, corridors will be one way. When not possible, the corridor will be marked for orderly passing, having students pass in a single file on one side of the corridor and maintaining appropriate distancing.	School schedules will be adjusted to avoid overcrowding of corridors and common areas. When possible, corridors will be one way. When not possible, the corridor will be marked for orderly passing, having students pass in a single file on one side of the corridor and maintaining appropriate distancing.
Pick up/Drop off	Drop off and pick up times will be established for each grade level to reduce the number of cars and busses gathering outside each building. In the case of multi student families, the	Drop off and pick up times will be established for each grade level to reduce the number of cars and busses gathering outside each building. In the case of multi	Drop off and pick up times will be established for each grade level to reduce the number of cars and busses gathering outside each building. In the case of multi student families, the

	drop off/pick up time of the youngest student will be used.	student families, the drop off/pick up time of the youngest student will be used.	drop off/pick up time of the youngest student will be used.
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School Visitors

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Visitors	No walk-in visitors will be allowed in the building to reduce the number of visitors in the building at one time. All visitors must make an appointment before coming to a school building. Visitors will be screened using the symptom screening tool.	No walk-in visitors will be allowed in the building to reduce the number of visitors in the building at one time. All visitors must make an appointment before coming to a school building. Visitors will be screened using the symptom screening tool.	No walk in visitors will be allowed in the building to reduce the number of visitors in the building at one time. All visitors must make an appointment before coming to a school building. Visitors will be screened using the symptom screening tool.

Busing and Transportation

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Busing and Transportation	Follow CDC Guidance regarding bus transportation, including one student per seat, every other seat. Siblings may sit together on one seat. Busses will be disinfected after each use with seats cleaned with disinfecting wipes and and the entire bus disinfected with disinfecting mist.	Follow CDC Guidance regarding bus transportation, including one student per seat, every other seat. Siblings may sit together on one seat. Busses will be disinfected after each use with seats cleaned with disinfecting wipes and and the entire bus disinfected with disinfecting mist.	Follow CDC Guidance regarding bus transportation, including one student per seat, every other seat. Siblings may sit together on one seat. Busses will be disinfected after each use with seats cleaned with disinfecting wipes and and the entire bus disinfected with disinfecting mist.

School Specific Activities

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Recess	Allowed for pods of students keeping a 14	Allowed for pods of students keep[ing a 14	Allowed outdoors without masks.

	foot distance between pods. Recess periods will be scheduled according to space available to accommodate the gathering guidelines.	foot distance between pods. Recess periods will be scheduled according to space available to accommodate the gathering guidelines.	
Recess (MS and HS)	N/A	N/A	N/A
Field Trips	Virtual field trips only	Virtual field trips only	Allowed
Athletics	Cancelled	As scheduled with the Rhode island Interscholastic league	As scheduled with the Rhode Island Interscholastic league.
Band and Chorus	Virtual band and chorus sessions.	In person maintaining social distancing and meeting the number of people gathering limits as set by the Rhode Island Department of Health	In person maintaining social distancing and meeting the number of people gathering limits as set by the Rhode Island Department of Health
Before and After School (Elem, MS)	Before and after school programs are not conducted.	Before and after school programs conducted only with students from the same pod.	All before and after school programs will be conducted only when the ability to meet all CDC guidelines is possible.

Supporting Vulnerable Groups in Returning to In-Person Activities

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Educationally Vulnerable Students <i>These supports are in addition to the overall district plan and health and safety requirements.</i>	<ul style="list-style-type: none"> DL instructional format using Google Classroom and district vetted instructional programs when appropriate, e.g., BOOM, Lexia, Edmentum, Unique DL Opportunities for individual/sm. group virtual interactive time 	<ul style="list-style-type: none"> DL instructional format, Opportunities for individual/sm. group time with teachers in-person, supplemental hard copy materials Behavioral support Sessions in-person with soc. worker, 	<ul style="list-style-type: none"> In addition to in-person instruction, DL option is available for students not attending physically Supplemental hard copy materials and specially designed instruction/related services provided virtually for students

	<p>with teachers (e.g. google meets), hard copy materials delivered or picked up</p> <ul style="list-style-type: none"> ● Synchronous learning for PreK, K and high risk populations ● Behavior consults with parents/families ● Individual/sm group virtual and/or in-person sessions with soc. worker, psych, SLP, OT, PT and GC posted videos, activities and assignments ● Asst tech consults w/staff and parents/families, as needed ● Consider student's unique needs and amend IEPs, if appropriate 	<p>psych, SLP, OT, PT</p> <ul style="list-style-type: none"> ● "Window" face masks, shields and/or portable plexiglass dividers esp for SLP services ● Asst tech consults w/staff and parents/families, as needed ● Consider student's unique needs and amend IEPs, if appropriate 	<p>not attending physically</p> <ul style="list-style-type: none"> ● Sessions in-person with soc. worker, psych, SLP, OT, PT ● "Window" face masks, shields and/or portable plexiglass dividers esp for SLP services ● Create partitions or use dividers; option to hang shower curtains ● Increase PPE options, i.e. lab coats, rain coats or scrubs to provide extra layer of protection for behaviorally involved students and/or if restraint is needed ● More frequent disinfectant protocols for student, TA, and materials used ● Frequent sanitizing, washing and/or gloves for staff ● Consider student's unique needs and amend IEPs, if appropriate
<p>Medically Vulnerable Students and Staff</p> <p><i>These supports are in addition to the overall plans and health and safety requirements.</i></p>	<ul style="list-style-type: none"> ● DL instructional format, opportunities for individual/sm. group virtual interactive time with teachers (e.g. google meets), hard copy materials when appropriate delivered or picked up ● TA to facilitate learning with student if needed to facilitate communication using augmentative devices 	<ul style="list-style-type: none"> ● Create partitions or use dividers; option to hang shower curtains ● PPE options, i.e. lab coats, rain coats or scrubs to provide extra layer of protection ● More frequent disinfectant protocols for student, TA, and materials used ● Frequent sanitizing, 	<ul style="list-style-type: none"> ● Create partitions or use dividers; option to hang shower curtains ● Increase PPE options, i.e. lab coats, rain coats or scrubs to provide extra layer of protection for medically and/or behaviorally involved students ● More frequent disinfectant protocols for student, TA, and materials used ● Frequent sanitizing,

	<p>while teacher instructs</p> <ul style="list-style-type: none"> ● Asst tech consults w/staff and parents/families, as needed ● Consider student's unique needs and amend IEPs, if appropriate 	<p>washing and/or gloves for staff</p> <ul style="list-style-type: none"> ● More frequent temp checks by parents/families, if appropriate (consult with school nurse) ● Option to be instructed via DL with Dr.'s orders ● Asst tech consults w/staff and parents/families, as needed ● Consider student's unique needs and amend IEPs, if appropriate 	<p>washing and/or gloves for staff</p> <ul style="list-style-type: none"> ● More frequent temp checks by parents/family, if appropriate (consult with school nurse) ● Option to be instructed via DL, consider Dr.'s orders if applicable ● Consider student's unique needs and amend IEPs, if appropriate
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PPE for School Nurses

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
PPE for School Nurses	If students at home, PPE would be N/A at this point in time for school personnel and students.	See Full In-Person Learning.	PPE for School Nurses Same as full in-person Same as full in-person Equip school nurses with the same PPE recommended for any healthcare provider who is in close contact with patients suspected to have COVID-19, in accordance with CDC guidance which may be found here. The ideal PPE is an N-95 respirator, face mask, face shield, eye protection, gloves, and gown. If an N-95 respirator is not available,

			use a face mask (i.e. surgical mask). Due to the shortage of gowns nationwide, some innovative substitution may be necessary (i.e. lab coats). It is also important to conserve PPE when it is in short supply. Please see this guidance document for recommendations on PPE conservation.
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Responding to Staff or Students who are ill

Section	Limited In-Person Learning	Partial In-Person Learning	Full In-Person Learning
Response to Ill Student	See Full In-Person Learning.	See Full In-Person Learning.	<p>Any student experiencing symptoms of Covid-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) before the school day begins, should stay home. If a student develops symptoms of COVID-19 at school, the student should be taken to the school nurse and the isolation room immediately.</p> <p>Parents/guardians should be notified to pick up the student within the hour. Parents/guardians should seek medical advice for the student within 48 hours and schedule a COVID-19 test as needed. As soon as possible, remove, clean, and sanitize any items touched by a symptomatic student.</p>

			Clean and disinfect any common surfaces which can't be moved, and if feasible, increase ventilation in the room. Testing with parental consent may be conducted on school site.
Response to Ill Staff Member	See Full In-Person Learning.	See Full In-Person Learning.	Anyone who feels ill before the school day begins should stay home. If staff develop COVID-19 symptoms while at school, they should go home immediately, seek medical advice within 48 hours, and get a COVID-19 test. Staff should notify the school administrator of the COVID19 test result as soon as possible. As soon as possible, remove, clean, and sanitize any items touched by symptomatic student. Clean and disinfect any common surfaces which can't be moved, and if feasible, increase ventilation in room.

Areas needing evidence:

Social distancing and organizing personnel		
	X	a. <i>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.</i>

Responding to a positive case or outbreak

Responding to a positive case or outbreak

	X	a. 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.
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	X	a. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.
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Minimizing access by COVID-19-positive or symptomatic individuals

	X	a. 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.
		b. Implement other procedures, as needed

Communication with staff and students

	X	a. 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.
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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.

When indicated elementary students will be placed in stable groups. Students will move to lunch, recess and mask breaks as well as to special classes when necessary. Also, special groupings (academic & SEL Support services) Students enter bus by bus and report directly to home room and will be escorted by staff. Staff times extended or abbreviated to allow for students to go directly to homeroom

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:
Elementary Schools:	
Valerie Jacavone	viacavone@johnstonschools.org (Graniteville)
Ashley Gauthier	agauthier@johnstonschools.org (Barnes)
Judy Centracchio	jcentracchio@johnstonschools.org (Winsor)
Michele Vento	mvento@johnstonschools.org (Thornton)
Lori Autiello	lautiello@johnstonschool.org (District Coordinator)
Diana Abbruzzi	dabbruzzi@johnstonschools.org (Brown)
Kristy Falcao	kfalcao@johnstonschools.org (ECC)
Ferri Middle School:	
Robin Orticerio	rorticerio@johnstonschools.org (middle school)
High School:	
Donna Sousa	dsousa@johnstonschools.org (high school)

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

Suspected individuals will be sent to the quarantine area in each building. The nurse will conduct screening using appropriate PPE that is to be disposed of in the quarantine area in order to minimize spread to students needing other medical attention in the nurse's office. Individual homes will be contacted for pick up from school and guidance on quarantine procedures will be provided. Communication will be made to families and staff in contact with infected individuals with guidance on quarantine procedures. Dismissal of those students will begin after communication is made. All classrooms will wear masks per the Governor's orders. Work will be provided to students when on quarantine.

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.

Follow all RIDOH guidelines
[Administrator guidance](#)
[CDC Guidance for COVID](#)

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.

Infected personnel will be assessed by the school or district nurse. When necessary, quarantine teachers and the School Nurse will contact RIDOH. When indicated based on guidance, phone calls or Messenger to families of students exposed, students remain in a stable group until pick up, utilize a schedule to determine who students/staff were in contact with, Principal monitors all students in the radius or cohort. If indicated by the nurse, students exposed or compromised will be sent home.

Need assurances for the following:

Plan Pending	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.

Instruction

Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
x		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 system to continually monitor learning progress and loss.
	x	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	x	k. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.

X		<i>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.</i>
		<i>m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</i>
X		<i>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.</i>
Special Education Services		
	X	<i>o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.</i>
X		<i>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).</i>
X		<i>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?</i>
Staff Supports		
	X	<i>r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i>
X		<i>s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
	X	<i>t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i>
X		<i>u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
X		<i>v. Map what technical assistance and support will be offered during all reopening scenarios.</i>
X		<i>w. 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).</i>
Family and Community Engagement (communication and partnerships)		
	X	<i>x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).</i>
X		<i>y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i>
	X	<i>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.</i>
	X	<i>aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i>

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	<i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
x	<i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
x	<i>Develop a system to continually monitor learning progress and loss.</i>
x	<i>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.</i>
x	<i>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.</i>
x	<i>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)</i>
x	<i>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?</i>
x	<i>Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
x	<i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
x	<i>Map what technical assistance and support will be offered during all reopening scenarios.</i>
x	<i>Assess the well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</i>
x	<i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</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 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.*

Utilize programs such as the Savvas Learning platform for ELA, Math, science and social studies. Common assessments via curriculum materials, Google Classroom, [STAR](#) screenings, Freckle, Access scores, Go Formative, MLL screening tool, Special Educators per team/grade in ongoing communication with content teachers to modify materials. Special Educators and MLL teachers have designated times to meet with students.

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.*

Students are scheduled to meet with their core content teachers every day during the 6 day rotating schedule. Students will continue to have access to academic supports during the teaching cycle. These supports include homogenous groupings according to ability and/or MLL status. In the stable groups there will be at least 2 SPED cohorts and 1 MLL cohort per grade level. Special educators and MLL staff will be present in specific classes. Opportunities for reteaching will be provided during in-person sessions.

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

All instruction will be in person. When there is medical support, students may be referred to the Connections Academy

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

All instruction will be in person. When there is medical support, students may be referred to the

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

All instruction will be in person. When there is medical support, students may be referred to the Connections Academy

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 multilingual learners and differently abled students should be noted in the plan.*

Teachers will be asked to identify students in need of support through MTSS or through an IEP/504. The team teachers or stable group of teachers will fill out an MTSS referral form in regards to the level of help the student is in need of. Meetings will occur as often as the need presents itself. MTSS/IEP/504 meetings will occur in-person, or virtually based on guidance from DOH.

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

Per district guidance, IEP meetings will be scheduled live or via google meet IEP meetings will occur digitally, in-person, or combination of the two based on the guidance from DOH.

Participants will be encouraged to attend digitally. Special Educators will maintain contact with families through various means for full, partial, and limited reopening. Qualitative (student responses, teacher input, parent feedback) and quantitative data (assessment, writing samples, etc.) will be used.

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

Professional Learning opportunities will be provided from the district and the school. Depending on need. Right Now, FMS is working diligently on implementing curriculum materials for Math and ELA (Pearson). Throughout the course of the year, our teachers will be working on curriculum materials for implementation of these programs. In addition FMS, is actively seeking out SEL and Restorative Justice online PD opportunities for its staff.

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

Our staff will participate in SEL training focused on the needs of our students in a pandemic. We will continue to provide training on our ELA, Math and Science platforms

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).*

N/A

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.*

Using the district SIS, the school will send emails to families regarding important information. In addition, district/school wide telephone/email/ and sms notifications will be sent via the MessengerSchool program. The school sends updates daily via Messenger regarding student's logging in, taking virtual attendance, and expectations for the students on a daily basis. In addition a monthly newsletter is sent to highlight important dates, information, and facts for the month.

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

Building relationships within the classroom has been a focus area for all schools. We are working with our staff to emphasize the importance of these connections and the approaches to use. We are also hiring a school to family connection coordinator and additional social work and psychology staff.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence

Social-Emotional and Mental Health Support

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

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

School psychologists and social workers

Employment Assistance Program

School Crisis Center

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

- RIDE Social Emotional Learning (SEL) Resources
- RIDE Distance Learning Resource
- Mental Health America and COVID-19 Provides resources that include
 - Tools to Connect with Others

- Mental Health Screening Tools
- Resources for Immediate Response
- Webinars and Live Events
- Resources for Domestic Violence, LGBTQ+, Veterans, Caregivers/Parents, Older Adults
- CloseGap
A free web-based portal that educators can use to assess the social emotional status of their students each day, and get them additional support if needed.
- rethoughtED
This is an evidence-based program delivered on a digital platform and designed for easy implementation.
- PBIS - Supporting Students During the Pandemic
 - Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS
 - Supporting Families with PBIS at Home
 - Creating a PBIS Behavior Teaching Matrix for Remote Instructions
 - Getting Back to School after Disruptions: Resources for Making your School Year Safer, More Predictable, and More Positive
- Mental Health Technology Transfer Center Network
Contains webinars and resources for school mental health professionals and educators
- New Teacher Center
Community of Practice
 - Social and Emotional Learning for Students and Educators
 - Creating Equity for Students & Supporting Diverse Learners Through Virtual Learning
 - Leveraging Instructional Leaders for Virtual Success
- The Institute for Innovation and Implementation at the University of Maryland
 - Five Essential Tips for Communicating with Your Audience During COVID 19

Additional Resources:

- [Employee EAP Orientation](#)
- [Balancing Work and Family](#)
- [The Power of Positive Thinking](#)
- [Stress Management](#)
- [Time Management](#)
- [Archived Videos](#)

Reopening Operations

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

x		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
Operations (Budget, Staffing, Scheduling, Food Services)		
	x	f. Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) 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 plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.
	x	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.
x		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
Transportation		
x		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
x		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
	x	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.
x		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Cleaning schedule - Maximum capacity based on RIDOH guidelines
x		n. Update bus routes, as needed.
x		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).
Technology		
x		p. Designate a lead technology point of contact.
x		q. Develop a return to school technology plan.
x		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.
x		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.
X		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
X		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.
X		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. Demonstrate comparable levels of rigor between online and in-person instruction.
	X	g. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	h. 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 multilingual learners and differently abled students should be noted in the plan.
Special Education Services		
	X	i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.

Staff Supports		
	x	j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
	x	k. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
Family and Community Engagement (communication and partnerships)		
	x	l. 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	m. 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	n. 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 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.

Pearson (Savvas platform for ELA and Math.) Common assessments via curriculum materials, Star, Freckle, Access scores, and MLL screening tool, Special Educators per team/grade in ongoing communication with content teachers to modify materials. Special Educators and MLL teachers have designated times to meet with students. Student's progress will be monitored in accordance with identified IEP goals and objectives and MTSS Action plans during full and partial in-person learning. In addition, district vetted online programs and teacher created CBM and quick probes will be implemented during DL.

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.

Students are scheduled to meet with their core content teachers every day during the 6 day rotating schedule. Students will continue to have access to academic supports during the teaching cycle. These supports include homogenous groupings according to ability and/or MLL status. In the stable groups there will be at least 2 SPED cohorts and 1 MLL cohort per grade level. Special educators and MLL staff will be present in specific classes. Opportunities for reteaching will be provided during in-person sessions.

Special educators and related service providers will be provided with expectations and procedures for obtaining or reviewing baseline assessment data to determine instructional starting points. Case managers will consider student's unique IEP needs and performance levels and provide reteaching, reinforcing and practice opportunities for skill development in-person during full and partial learning (synchronous learning). During limited in-person learning, TAs and special educators will provide these support opportunities during interactive meets and via posted assignments/hard copy materials. IEPs will be amended, if appropriate.

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

ipresenting. Communication systems (PECS) and AAC programs/devices were provided to TAs as well as students so they could communicate with students throughout the DL period.

Special educators, related service professionals and TAs provided parents/caregivers with professional development, technical support and coaching on technology platforms, behavioral strategies, and assistive technology/augmentative communication devices. Emails and phone conferences were also used. Limited in-person learning will mirror the spring of 2020.

Specially designed instruction for special needs students will be in-person during the full and partial in-person learning plans.

All eligibility and IEP meetings will be scheduled using Google Meet and/or Zoom. Procedures for obtaining signatures and sharing documents virtually apply.

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

Online and in-person learning will be one in the same. Teachers will be “live” with instruction both at home and in person (synchronous learning). The teacher will be using google meets for all students to take an active part in the learning regardless of their location. Rigor will be comparable as students working on-line will have similar expectations to those working from home. The rotating schedule will ensure parity amongst stable groups.

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

Protocols will be put in place regarding the issuance of grades (possibly scaled according to 2019-2020 4th quarter grading scale). The district grading modification policy is available for IEP teams to review and consider, if appropriate Individualized Grading Plan - District Procedures. Testing will take place digitally via curriculum platforms and Google Forms. District and statewide testing (RICAS, STAR, DLM, etc.) will be scheduled during in-person sessions to ensure validity. Attendance will be taken during homeroom for all students (both in-person and remote). Please refer to the DL Procedures for Non-Completed Work and Absenteeism framework, SEL TEAM - DL Procedures for Non-completed work and Absenteeism

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 multilingual learners and differently abled students should be noted in the plan.*

Teachers will be asked to identify students in need of support through MTSS or through an IEP/504. The team teachers or stable group of teachers will fill out an MTSS referral form in regards to the level of help the student is in need of. Meetings will occur as often as the need presents itself. MTSS/IEP/504 meetings will occur digitally, in-person, or combination of the two based on the guidance from DOH. Participants will be encouraged to attend digitally. See JPS MTSS District Resource Guide and MTSS Online Process & Expectations

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

All services were provided remotely during the spring of 2020, including PT and APE. Special educators will be instructed during opening PD in August to review and consider each student's

baseline and progress monitoring data, consult with related service providers and cross reference the data with the student's unique IEP needs. An IEP review will be scheduled as appropriate. Teacher and parent input regarding student performance will be considered. Per district guidance, IEP meetings will be scheduled via google meet (or phone conference; parent's preference) to minimize visitors in the building. IEP meetings will occur digitally, in-person, or combination of the two based on the guidance from DOH. Participants will be encouraged to attend digitally. Special Educators will maintain contact with families through various means for full, partial, and limited reopening. Qualitative (student responses, teacher input, parent feedback) and quantitative data (assessment, writing samples, etc.) will be used, in part.

All special education services will be provided in person during the full and partial re-opening and provided via DL during "limited" re-opening, unless the district safety protocol for evaluations or some related service is feasible, per the RIDOH. SUMMER EVALUATION SAFETY PROTOCOL. Special educators who push-in to two classrooms will follow increased safety requirement protocols (hand washing/sanitizing, disinfecting materials and hard surfaces, masking, distancing).

Beginning during the summer 2020, the summer evaluation team is organizing the building based team special education agendas and outstanding evaluations/re-evaluations. Priority for scheduling evaluations is given to initial referrals/evaluations. Children transitioning from EI to preschool will be evaluated via rating scales and observations; they are too young to sit and would require physical contact to be redirected. The district is exploring virtual evaluation tools for all ages.. The summer "evaluation" safety protocol SUMMER EVALUATION SAFETY PROTOCOL will be used and modified once school is in session, according to the DOH guidelines. Teams will revert to and follow procedures for re-evaluations and initial referrals from the spring 2020 if schools are "limited in-person". Consideration will be given even during "limited in-person" learning, if possible, to implement the summer safety evaluation protocol.

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

Professional Learning opportunities will be provided from the district and the school. Depending on need. Right Now, FMS is working diligently on implementing curriculum materials for Math and ELA (Pearson) . Throughout the course of the year, our teachers will be working on curriculum materials for implementation of these programs. In addition FMS, is actively seeking out SEL and Restorative Justice online PD opportunities for its staff.

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

Clinical neuropsychologist, Dr. Dana Osowiecki, will provide district level PD on trauma Aug. 28th. Booster sessions are planned throughout the year during state PD days.

JPS is entering year 2 of the School Climate Transformation grant (Office of Special Services) as part of the MTSS initiative. Both the middle and high schools have participated in text-based discussions on Restorative Practices. A 20 staff cohort from both schools have been trained. The focus at the high school is with MLL. Booster sessions will be provided during PD days throughout the year as part of the MTSS initiative.

FMS, is actively seeking out SEL and Restorative Justice online PD opportunities for its staff. Currently we have contacted the Youth Restoration Project and TRI-Town Community action group. In addition, the district is offering Online PD and webinar combating work related stress, student stressors, and healthy work environments.

PD session based on Zaretta Hammond's "Culturally Responsive Teaching and the Brain" three design principles of culturally responsive instruction will be used to support students' cognitive development from afar: [How to Develop Culturally Responsive Teaching for Distance Learning](#).

SEL teams will meet at the district level, using CASEL's [Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#) to guide the work to support all members of the school community. This document incorporates "both SEL and an asset-based, culturally sensitive trauma-informed lens".

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).

[District Reopening Survey](#)

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.

Using the district SIS, the school will send emails to families regarding important information. In addition, district/school wide telephone/email/ and sms notifications will be sent via the MessengerSchool program. The school sends updates daily via Messenger regarding student's logging in, taking virtual attendance, and expectations for the students on a daily basis. . In addition a monthly newsletter is sent. Highlighting the important dates, information, and facts for the month .

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

Building relationships within the classroom has been a focus area for FMS. We are working with our staff to emphasize

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

Social-Emotional and Mental Health Support

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

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

Site specific school psychologists and social workers

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

District mental health staff are available to staff and students. Staff will be referred to the Employee Assistance Program when appropriate.

Reopening Operations

Provide Assurance	Submit Evidence
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Facilities and Maintenance

Operations (Budget, Staffing, Scheduling, Food Services)

	X	a. 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	b. 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	c. 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.

Transportation		
	X	d. 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.
Technology		
Family and Community Engagement (communication and partnerships)		
	X	e. 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)

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	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
x	<i>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.</i>
x	<i>Develop process for inventory of technology.</i>
x	<i>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.</i>
x	<i>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.</i>
x	<i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</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. *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.*

Staffing changes are difficult to anticipate. Open positions will initially be filled by the job transfer meeting. All other positions will be posted via Johnston school district protocols. Interviews will be held virtually with the interview committee.

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.*

See [Reopening Schedule](#)

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.*

Parent drop off will be allowed to minimize demand on the busses.

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

Based on the feedback we have received, the focus seems to be the concern regarding masking at this time. There are opponents to the masking mandate that have been very verbal. Other than that there do not seem to be significant concerns regarding our opening plan.