



Our mission is to create an inspiring, challenging, and supportive environment where students are encouraged and assisted in reaching their highest potential.

Westerly Public Schools

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Superintendent

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Mary-Ellen Rossi
Director of Pupil Personnel

Westerly Public Schools
School Committee Goals:

Support excellence in student performance.

Recruit, retain, and develop high quality staff.

Fully engage parents and community.

Develop and implement comprehensive financial strategy.

Improve and maintain Westerly School Facilities.

August 27, 2021

Under this cover, please find the September 2021 LEA reopening plan and supporting documentation (including a recent stakeholder survey with major takeaways and the High Level Approach Testing Narrative from the district's ELC grant proposal) submitted on behalf of Westerly Public Schools (WPS). We await approval of the ELC grant proposal.

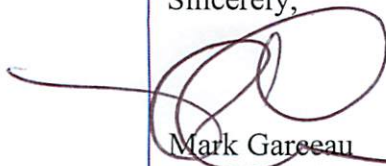
While many of us (including myself) may have thought we were nearly done with COVID when we left school in June and that we would be opening up without any significant concerns or restrictions, we now find ourselves in a reality very different from that of the late spring. At that time, case and transmission numbers were in significant decline, we were isolating and quarantining very few students or staff, and we were back in face-to-face instruction a full five days per week. Obviously, things have taken a turn. We will be ready.

WPS fully intends to be fully open for all students, five days per week beginning Tuesday, September 7th. The district will be continuing to promote and implement many of the layered mitigation measures and protocols (encouraging frequent hand washing, maintaining social distancing and stable groupings to the extent possible, keeping accurate seating charts, mandating masks of all students and staff while indoors, supporting frequent testing of students and staff, etc.) that contributed to the successes we enjoyed during SY20-21.

That said, we will be working towards allowing for more movement throughout our buildings this fall so that students can participate more in their Art, Music and other "specials" and so that can better access all of our learning spaces. We will also continue to encourage all eligible members of our community to get fully vaccinated as soon as possible. Absent approval of the ELC grant referenced above, the district will be continuing its practices around serial testing of student athletes and making asymptomatic testing easily and readily available to all students and staff.

As a district, we hope to see the contributions of all stakeholders result in our continued ability to keep ourselves and each other healthy, our schools open and our students learning and growing at the highest levels.

Sincerely,



Mark Garceau
Superintendent of School

LEA Back to School Back-to-School Planning Template

LEA Name: Westerly Public Schools
Point of Contact: Mark Garceau
Email Address: mgarceau@westerly.k12.ri.us
Phone Number: 401 315 1500

Introduction

Overview and Purpose

This document outlines the critical components needed for a school district's Back-to-School plan¹. Local Education Agencies (LEAs) will use this template to create plans **aligned to the guidance document** titled "[PreK-12 Health and Safety Guidance for the 2021-2022 School Year](#)." *Note that this planning document is an iteration of the 2020-2021 Reopening Plan Template. This document and the guidance document should be used side-by-side.*

Please consider the critical components included in the following tables to **develop or enhance** your Back-to-School plans. Then use the planning template included below each table to capture the identified information and evidence to return to the Rhode Island Department of Education (RIDE).

Policies and procedures related to COVID-19 Mitigation Strategies should be submitted via **electronic survey form** to RIDE by or before **Friday, August 13, 2021** for review and feedback from the Rhode Island Department of Health (RIDOH), as applicable. Submissions will be accepted prior to August 13 and early submission is encouraged. To preview the survey and plan your responses, please see Attachment A. The electronic survey is available here: <https://forms.office.com/g/ESjpgYymqb>.

Complete Back-to-School plans must be returned to RIDE by email to back2school@ride.ri.gov and posted publicly on LEA websites by or before **Friday, August 27, 2021**.

Outline of Back-to-School Plan Components

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

¹ Per Rhode Island's [State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#) (ARP ESSER), the Back-to-School Plan serves as the "Safe Return to In-Person and Continuity of Services Plan" required by the U.S. Department of Education. This plan, along with a substantially approvable LEA ESSER III Funding Application, are the two required components for LEAs to receive their ESSER III allocation from RIDE.

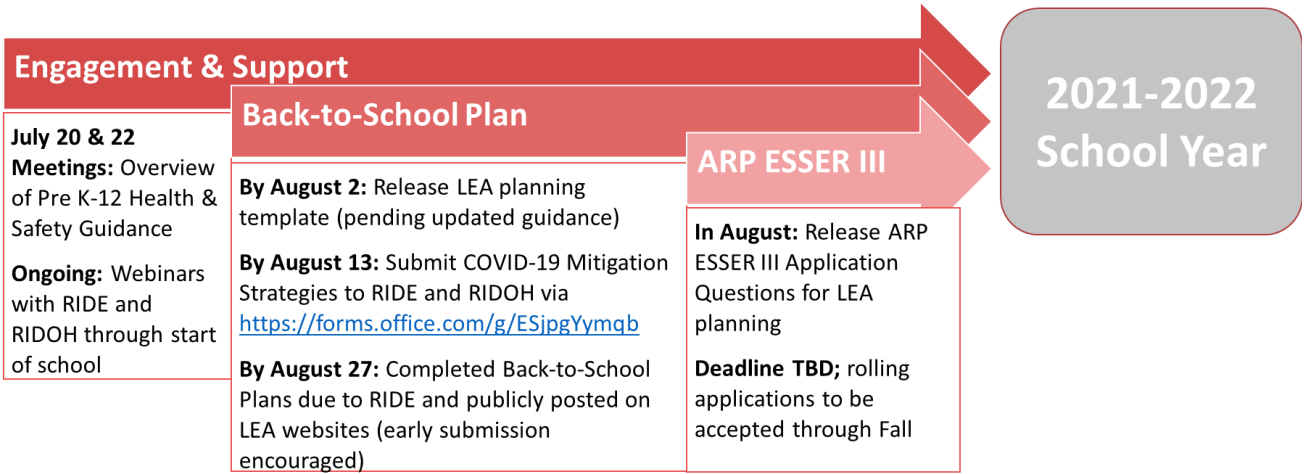
A comprehensive Back-to-School plan should include:

- 1. Message from the Superintendent / LEA Leader**
- 2. Vision and Guiding Principles for Back-to-School Operations:**
 - a. A strong vision includes the following 5 components:
 - i. Core values – refer to [LEAP Task Force Absolute Priorities \(p. 29\)](#)
 - ii. Hopes and aspirations for the fall
 - iii. The process of building the plan
 - iv. Reinforcing the need to be agile and flexible
 - v. A high-level timeline with major milestones, including expected communication
 - b. LEAs should be in alignment with the priorities and recommendations put forth in the [LEAP Task Force Report](#). While the vision and guiding principles may be similar to what LEAs have in their strategic plan, they should explicitly acknowledge the unique circumstances of COVID-19 planning.
- 3. Strengths and Challenges from the 2020-2021 School Year**
 - a. All LEAs should elicit feedback from students, staff, and families on the 2020-21 School Year. Please make this a priority if you have not yet gathered this feedback.
- 4. Critical Components of the Back-to-School Plan (included in tables below)**
 - a. This includes Health and Safety, Instruction, Social-Emotional and Mental Health Support, Reopening Operations, and Communication.
 - b. Communication is embedded in each critical component table
 - i. Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.
 - ii. LEAs are required to review their Back-to-School Plans no less than every six months through September 30, 2024, revise as appropriate, and seek public input on any and all revisions.

Back-to-School Planning Support

RIDE's role is to ensure that all LEAs are prepared to provide students, staff, and families with a safe educational experience in the fall and to provide key resources to LEAs in support of that process. RIDE, in collaboration with RIDOH, will provide ongoing technical assistance through webinar office hours. Additionally, RIDOH will review and provide targeted support to LEAs on Health and Safety policies and procedures, including school-based testing and the usage of face coverings.





Back-to-School Plan Submission Process

1. Using “[PreK-12 Health and Safety Guidance for the 2021-2022 School Year](#)” each LEA completes the template with assurances and evidence, as applicable.
 - a. Policies and procedures for COVID-19 Mitigation Strategies should be submitted online at <https://forms.office.com/g/ESjpgYymqb> by **Friday, August 13, 2021**.
 - b. RIDOH will provide LEAs a copy of submitted responses, review health and safety components, and provide support to LEAs, as applicable.
2. Completed Back-to-School Plans must be submitted to back2school@ride.ri.gov and publicly posted on LEA websites by **Friday, August 27, 2021**.
3. RIDE provides confirmation of receipt of the plan and notifies the LEA if any additional information is needed.

**Note: ARP ESSER III funding uses, application questions, and application instructions will be made available to LEAs for planning purposes prior to the start of school.*

Critical Components of an LEA Back-to-School Plan

The following tables outline critical components that should be included in each LEA’s Back-to-School plan. These components are broken down into **Health and Safety (COVID-19 Control Plan), Instruction, Social-Emotional and Mental Health, and Reopening Operations**.

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

- **Assurances** - actions and items **LEAs should incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional support at a later time). *In the template below, LEAs will mark "X" in a box to confirm they have this in their plan.*

- **Evidence** - actions and items **LEAs should incorporate** into plans and **need to be submitted to RIDE** through narratives or other artifacts. *In the template below, LEAs will use the blank boxes to type plans or attach/link to relevant materials.*
- **Guidance** - items that should be considered and incorporated into plans but do not need to be submitted to the state.

LEAs are required to plan for a full in-person scenario. In this document, please provide responses based on full in-person instruction.

This completed document is due to **RIDE by August 27, 2021.** Policies and procedures for COVID-19 mitigation strategies should be submitted for feedback at <https://forms.office.com/g/ESjpgYmqb> by August 13, 2021.



Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Promoting vaccination		
X		a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
Physical distancing		
X		b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X		c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
X		d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X		e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
Face coverings		
X		f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.
X		g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X		h. Refer to CDC guidance for the use and care of masks.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
X		j. Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.
School-based testing		
	X	k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at https://forms.office.com/g/ESjpgYymqb by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.
Cleaning, disinfection, and hand hygiene		
X		l. Utilize CDC guidance for cleaning, disinfection, and hand hygiene .



Responding to staff and students who are sick		
X		m. Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
	X	n. 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. Please include a cell phone number.
X		o. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
Communication with staff and students		
	X	p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYmqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.
X		q. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		r. Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X		s. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X		t. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		u. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

Health and Safety Plan

ASSURANCES:

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

X	Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
X	Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X	Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance

X	Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X	Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
X	Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.
X	In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X	Refer to CDC guidance for the use and care of masks
X	Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.
X	Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).
X	Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
X	Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
X	Align your plan for managing staff and students if or when a someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
X	Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X	Post signs or posters describing the district's rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X	Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X	Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

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. 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:
Michelle Iacoi	miacoi@westerly.k12.ri.us
	Cell Phone Number:

2. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <https://forms.office.com/g/ESjpgYymqb> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.

<https://www.westerly.k12.ri.us/>

Instruction		
Provide Assurance	Submit Evidence	
Instruction		
	X	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	X	b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.
X		c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	X	g. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan.
X		h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.

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. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X		l. 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	m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.
X		n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		o. 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 a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
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	Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
X	Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
X	Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.



X	Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X	Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X	Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

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 learners and differently-abled students.*

Students will be assessed upon school opening using universal screeners. Additionally, success with attendance, engagement and academic output (to include data on meeting of IEP goals) during Spring 2021 will be reviewed and considered.

2. *In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.*

Instructional leaders at all levels will continue to engage in the work of prioritizing critical learning, dispositions, habits of mind (i.e. “power standards”) that need to be addressed in order to support success in the current discipline or grade level and those to follow. This work will continue in the context of professional development activities for all staff in late August and throughout the fall in CPT, faculty meetings and additional PD release times.

Assessing the impact on learning loss and the creation of gaps in expected outcomes due to distance learning since March, 2020, will continue.

In coordination with the district MTSS Coordinator, the Assistant Director for Pupil Personnel Services, and Deans of Teaching and Learning, Principals will lead the work of identifying any students exhibiting learning loss beyond that typically expected over any normal summer and overseeing the development of targeted plans for providing needed interventions.

3. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learner, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

Assessing the impact on learning loss and the creation of gaps in expected outcomes due to distance learning since March, 2020, will be one of very few priorities during the first week of school opening.

WPS educators will continue to assess engagement and mastery using frequent check-ins and close monitoring of work quality, completion and submission.

Vulnerable students (differently abled, MLLs, students prone to absence or work avoidance, homeless, those lacking consistent access to tech and connectivity) will be prioritized for added support.

The district's MTSS Coordinator will, in coordination with the Deans of Teaching and Learning determine appropriate sizes of intervention/remediation groupings and staffing needs for intervention and remediation activities.

Universal screening in grades 1-8 for reading and mathematics (Aimswab Plus) will occur within the first two weeks of school. All students are assessed. This will occur in fall, winter and spring.

- Teaching Strategies Gold online assessment tool will be used to determine loss at the preschool level.
- Kindergarten will use Core Survey and Hegarty screens to assess students pre-readiness skills and develop baseline data for all students during the opening of school. Kindergarten teachers will assess and monitor progress throughout the year. Aimswab Plus will be used in K during the winter and spring.
- High School will administer the grade level College Board assessments in October (12-SAT, 11-PSAT/NMSQT, 10-PSAT, 9- PSAT 8/9).
- Formative and summative assessments are ongoing at all levels

ACCESS testing data informs instructional decisions for MLLs. ESL Coordinator and teachers plan instruction based on this data.

- MLL students are supported by our MLL teacher and paraprofessionals in stable group classes as well as small subgroups pulled out for individualized instructional needs.
- Differently abled students are supported by differently abled teachers in stable group class as well as subgroups pulled out for individualized instruction to meet IEP goals.



4. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.

Surveys which provide feedback on all aspects of our 20-21 school year were a regular feature throughout last year. They will continue to be used in order to gather data that inform our decisions with respect to instruction, communications, technology needs and supports and more. The most recently administered surveys are attached.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
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Social-Emotional and Mental Health Support		
X		a. Establish or maintain a support team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison for the LEA 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, and continuously monitor 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. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X		g. 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	Establish or maintain a support team focused on student and staff mental health and wellness.
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	Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.

X	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X	Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

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 for the LEA who will work with the district, RI Department of Health, and community partners.

Kelly Moroso kmoroso@westerly.k12.ri.us

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 (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. 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, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		

X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. 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"> - Mask requirement (by federal order) - Seating charts, with assigned seats as much as possible - Cleaning schedule - Open windows when safe and feasible
Technology		
X		j. Designate a lead technology point of contact.
X		k. Develop a return to school technology plan.
X		l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m. Survey families to determine technology needs.
X		n. Develop and revise process for inventory of technology, as needed.
Family and Community Engagement (communication and partnerships)		
X		o. 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	p. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

Re-opening Operation Plan

ASSURANCES:

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

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X	Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)



X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
X	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X	Survey families to determine technology needs.
X	Develop and revise process for inventory of technology.
X	Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.

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 plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

The district will provide ongoing opportunities for input on the rollout of our reopening, mitigation and testing plans via surveys, and ongoing two-way communications with all stakeholders. Additionally, frequent updates on successes, challenges and necessary adjustments to our plan(s) will be provided by leveraging social and traditional media sources, translated email notices and in the context of regular public (and televised) reports to the School Committee. Reports on plan implementation and any necessary revisions will be made at least once per semester through September, 2024.

Westerly Public Schools
High Level Approach Testing Narrative

The district will provide testing for symptomatic and asymptomatic students and staff. The district will utilize a centralized designated site to conduct symptomatic testing for students experiencing symptoms prior to the start of each school day which will be staffed by the testing technician. Parents and guardians will be strongly encouraged to utilize this site and to keep any symptomatic student home until negative PCR results are available.

Symptomatic students will be given a two test approach as offered by the state; utilizing BinaxNow Antigen tests along with a PCR. The symptomatic student or staff member will remain home until the PCR test result is returned negative (estimated 12 hour turn around). If the student or staff member seeks asymptomatic testing, and the Antigen test is negative, students and staff will be allowed to attend school pending PCR results. If the Antigen test is positive they will not be allowed to attend school and the district COVID Coordinator, working with building administration and CSNTs, will begin the contact tracing.

Within each school, asymptomatic testing (Binax test) will be offered to Westerly Public Schools staff each Monday (or Tuesday if there is a Monday holiday). Testing will be offered by the SNT or designee. If during the school day, a student or staff member develops symptoms they would be directed to the nurse’s office. The nurse will obtain informed consent from the parent or guardian to administer a Binax and PCR test for any student under age 18. The student or staff who is symptomatic will remain isolated until they are dismissed. Custodial staff will be notified and cleaning protocols for a probable case will be followed.

When positive cases are identified, the testing technician will notify the COVID coordinator who will conduct the contact tracing and contact parents. The support nurse will support the COVID Coordinator, a SNT. The COVID coordinator will work with the testing technician recording the information on the RIDOH site.

Daily samples from each school will be managed according to guidelines (kept cool utilizing refrigeration and transported in a cooler). Coordination of sample pick up will be done by the district COVID Coordinator and transported to Dominion Diagnostics, Quonset RI. The District Coordinator will have access to the Dominion data and will communicate results as appropriate.

Attestation forms for students and staff will continue to be mandatory.

Coordinator	Support Nurse	Testing Technician
<p>SNT</p> <ul style="list-style-type: none"> ● Communicates with administrators and parents for contract tracing. ● Has designated phone ● Communicates with RIDOH ● Communicates results to principals & school nurses ● Performs contract tracing by coordinating with building administrators and SNTs; obtaining close contact information 	<ul style="list-style-type: none"> ● Floater nurse (district wide) supports coordinator when coordinator is doing their team duties ● Covers for SNTs if they are dealing with cases or testing for COVID 	<ul style="list-style-type: none"> ● A trained person who does the symptomatic testing in the morning at a designated site which all parents/kids go to be tested ● Reports results to RIDOH ● Transports specimens to lab

2021-2022: Stakeholder Feedback

As we prepare for the full reopening of our schools next month with students beginning to return on Tuesday September 7th, we are asking stakeholders to provide feedback on their SY20-21 experience(s) to aid in that planning.

We hope that you will take the small amount of time required to complete the following questionnaire.

* Required

1. Email *

2. I am: *

Mark only one oval.

- Parent
- Staff Member
- Student

3. I am responding as a parent with a child(ren) attending the following school(s)
(please check all that apply)

Check all that apply.

- State Street Elementary School
- Dunn's Corner Elementary School
- Springbrook Elementary School
- Westerly Middle School
- Westerly High School
- Babcock Inclusionary Preschool

4. Health and Safety Protocols: The district's plans and protocols for September 2020 provided for a safe reopening. Do you:

Mark only one oval.

- Strongly Agree
- Mostly Agree
- Somewhat Disagree
- Strong Disagree

5. Communications: With respect to the quality and frequency of communications regarding COVID protocols (and any changes to them throughout the year). Are you:

Mark only one oval.

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

6. Supports: When considering the quality of support provided by the district throughout SY20-21. Are you:

Mark only one oval.

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

7. Supports: When considering the quality of support with teaching and learning provided by the district throughout SY20-21, are you:

Mark only one oval.

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

8. Supports: When considering the quality of support in response to technology needs provided by the district throughout SY20-21, are you:

Mark only one oval.

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

9. Supports: When considering the quality of support of social emotional needs provided by the district throughout SY20-21, are you:

Mark only one oval.

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

10. Additional comments/suggestions

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Google Forms

I am responding as a parent with a child(ren) attending the following school(s) (please check all that apply)	(1) Health and Safety Protocols: The district's plans and protocols for September 2020 provided for a safe reopening. Do you:	(2) Communications: With respect to the quality and frequency of communications regarding COVID protocols (and any changes to them throughout the year). Are you:	(3) Supports: When considering the quality of support provided by the district throughout SY20-21. Are you:	(4) Supports: When considering the quality of support with teaching and learning provided by the district throughout SY20-21, are you:	(5) Supports: When considering the quality of support in response to technology needs provided by the district throughout SY20-21, are you:	(6) Supports: When considering the quality of support of social emotional needs provided by the district throughout SY20-21, are you:	Additional comments/suggestions
Parent	88% of respondents were positive about 2020 safety protocols	77% of respondents were parents	77% of respondents were parents	88.8% were very or somewhat satisfied	92% were somewhat to very satisfied	80% of parents reported somewhat or very satisfied	SEL DATAPARENTS WHS- vs/ss = 77%, sd/vd=23% WMS vs/ss=82.7%, sd/vd=17%, Dunns
	writing that they felt it was very safe to send kids to school. Employees were also feeling safe. The mask debate is divided: 12 no masks, 4 no masks for vaccinated, 2 optional, 7 mask, 2 masks even outdoors, 2 ED for unmasked lunch. Many comments recommended taking more mask breaks outside or holding class outside. Kids need to move around-sitting in one place is an extreme safety protocol. Many are requesting DL option if forced to quarantine.	94% of respondents were satisfied with district communication, 255 people	6% of parents were dissatisfied or somewhat dissatisfied	11.3% of those dissatisfied were 100% parents or the two students	One comment made by an elem teacher was lack of tech in the classroom	satisfaction rate comments related to safety and protocols and negative comments correlate with COVID nonexistence	
		6% were dissatisfied, 16 people, overwhelming majority were parents	69% were very satisfied	Concerned about options for students in quarantine and amount of work on asynchronous days			
Staff		Majority of comments were related to masking and their dissatisfaction with a mandate	21% of overall respondents	all of the staff who responded were satisfied or very satisfied		88.7% of staff reported somewhat or very satisfied	
		WHS was praised in the comment section for their communication	79% Very/Somewhat satisfied			satisfaction rate comments related to safety and protocols and negative comments correlate with COVID nonexistence	
		no other comments were related to communication					
Students		3 students total	only 2 students responded-1 MS and 1 HS				
questions	What safety protocols are we not doing that would make ppl concerned? Believe ppl are concerned about kids wearing masks; Less stable pods, kids moving around more, If parents send kids to school w/no masks and directions not to			Teachers need to keep their google classroom up to date everyday - so kids have access to the work. Staff/parents talking about asynchronous work was astronomical (and then some had only 45 minutes for the entire day. NEED: to delineate the expectations for asynchronous n		supports out of school time, in neighborhood, leverage other resources in the community, flex social worker hours, what about staff? - during month of september take a minute to breath and take kids outside, focus balance between content and	
			82% of respondents were from secondary level	Do we need blizzard bags for elementary school kids - prepared for the day?		Bag of tricks - activities etc that teachers can choose from to get to know the kids and the kids get to know each other	