REOPENING RI

Westerly Public Schools Reopening Plan July 16, 2020

LEA Name: Westerly Public Schools
Point of Contact: Mark Garceau, Ed.D.
Contact information: mgarceau@westerly.k12.ri.us

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

Message from Superintendent

Westerly Public Schools

23 Highland Avenue
Westerly, RI 02891
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Mark C. Garceau, Ed.D.
Superintendent

Alicia J. Storey
Assistant Superintendent

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.

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

July 15, 2020

Under this cover, please find the LEA reopening plans, being submitted on behalf of Westerly Public Schools.

As it has since mid-March, the administration has worked tirelessly, and in coordination and collaboration with our teachers, support staff, students and families to develop plans, consider all identifiable contingencies and create knowledge and structures that will support the safe delivery of instruction of the highest possible quality.

The documentation provided here is evidence of the thoughtful work of dozens of educators and stakeholders charged with work that none of us ever imagined would be part of our reality. It includes assurances and evidence that speak to the steps that we will take to ensure (to the extent possible) the health and safety of our students and staff; to maintain the quality of core instruction and the systems and supports that provide for improved outcomes and opportunities for our students; to monitor and support the social and emotional wellness of all members of our learning community; how we will communicate all of this to our constituents and the fiscal needs and ramifications of reopening our schools at summer's end.

Our principals, teachers, support staff, students and families all want to see schools open and they hope to see this happen for all kinds of reasons. More than wanting or hoping, however, they need our schools to open, transport, feed, and otherwise care for our students in conditions that are safe for all who enter our buildings and for those whom they go home to at the end of the day.

Westerly Public Schools makes this submission in anticipation of feedback which will likely lead to reconsiderations and revisions of our plans and in recognition that changes in circumstances driven by a virus that follows its own timeline and draws its own maps may well lead us to unwelcomed conclusions.

It should be noted, repeated and shouted that the educators of this district have done incredible work since March under unimaginable circumstances. They have collaborated, problem solved, connected with each other and our students and families, looked out for the emotional well-being of their students and each other, and ensured that no child went hungry and all knew they were missed and loved. They have done this following guidance from a playbook that did not (and still does not) exist.

As I begin my thirty-third year as an educator I have never felt more tired, frustrated, or at times more helpless and ineffective. I have also never been more proud of the people I get to work with, more impressed with their collective commitment to doing right by all kids, their intellect, their drive, their compassion and their caring.

I do not know if it will even be possible to open fully this fall. I do know, however, that if it can be done Westerly will lead.

Sincerely,

Mark C. Garceau, Ed.D.
Superintendent of Schools

Stakeholder Participants

Thank You to all of our Stakeholder Participants

Planning for the safe reopening of our district's schools has been and will continue to be an enormous challenge.

While at all times placing the safety of our students, staff and the community first, the further consideration of issues of operational norms, policy creation and/or revision, the logistics of transporting and feeding our nearly 2700 students, cleaning and sanitizing buildings and work spaces, communications and what ultimately is our reason for being, improving opportunities and outcomes for kids, is a huge lift.

The administration is deeply indebted to the many stakeholders (representing educators, parents and community members) who have contributed their time, expertise and input to this submission.

Their contributions and support have been invaluable to this process and will be to any successes that Westerly Public Schools enjoy going forward.

Jacqueline Abberton	Sharon Ficarra	Susan Ljungberg	Mary-Ellen Rossi
Linda Alicchio	Jamie Finkelstein	Suzanne Machinski	Colleen Saila
Christine Allen	Kelly Friedt	Susan Martin	Carmela Sammataro
Stephanie Blackburn	Paula Fusco	Kristin Martino	Joan Serra
Jayne Bouchard	Mark Garceau	Christina Mathieu	Sarah Steverman
Karen Box	Ed Hathaway	Christina McLeod	Alicia Storey
Marcy Bunte	Megan Herlihy	MaryElizabeth Melillo	Michael Sujka
Anne Caron	Mike Hobin	Steve Morrone	Donna Sweet
Patrick Cozzolino	Michelle Iacoi	Amanda Murphy	Deborah Taylor
Kevin Cronin	Kelly Izzo	Metro Narcisi	John Tedeschi
Sam Crooks	Colleen Johns	John Pagano	May Toscano
Jennifer Cugini	Maryann Killoy	Melissa Paquin	Hillary Turano
Deborah Deion	Jon Kimpton	Cynthia Parise	Tim Ward
Desiree Derix	Ide Koulbanis	Kimberly Perkins	Westerly School Committee
Michelle Diaz	Tony Lementowitz	Jodi Perrin	District Management Group
Anne Marie Doyle	Stephanie Lenihan	Chris Ritacco	RI Department of Education
Audrey Faubert			

Vision and Guiding Principles

Vision: Westerly Public Schools will relentlessly and courageously pursue a safe, engaging and collaborative learning environment rich with challenges and opportunities for all.

Guiding Principles	
We will put safety at the forefront of decision making	**Safety:** We need to be responsive to the needs of students, staff, families, and the community at large. **Purposeful:** We will move deliberately and with purpose when making decisions. Being thoughtful and thorough will allow for flexibility in an environment with ever changing variables. **Relationships**: We value the need for human connection. We will consider the whole child and strive to provide social-emotional support in addition to ensuring that all students' basic needs are met no matter the scenario.
We will be transparent	**Clear Communication:** We will be unified in our communications to staff, students, families, and the community. **Honesty:** We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control. We will seek input from diverse stakeholders and experts to better understand the given situation and to develop creative solutions.
We will be equitable	**Access:** We must promote true learning by following the principles of how people learn best. We will scaffold and differentiate to allow all students access to grade level curriculum. We will work with integrity to address barriers and provide opportunities for success. **Responsiveness:** We will center decisions on what is best for all students, families, and staff, 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, staff, and communities what they need, knowing that our communities have been hit by this virus at different magnitudes.
We will hold high expectations for all	**Rigor:** All of our students deserve a robust learning experience. **Adult Learners**: Provide for the needs of our staff including professional development targeting the flexible and potentially shifting scenarios.
We will use this as an opportunity	**Reimagine**: We will use this opportunity to explore systemic changes that can be carried into the future to redefine schooling.

Since Governor Raimondo and Commissioner Infante-Green announced on March 13, 2020 that schools would be moving to distance learning, WPS has been discussing reopening schools in the Fall 2020.

Embracing a collaborative model based on sound educational practice, developmental appropriateness, and flexibility, the district has consistently communicated to all stakeholders. We have shared guidance and structures for distance learning, surveyed parents, students, and staff during distance learning, and made appropriate adjustments based on feedback.

We have used the same approach to develop our Reopening Plan. District leadership used feedback analysis, RIDE guidance, research, and

models/frameworks from national educational groups to begin planning starting in April. We met during the week of June 22nd - 25th using the Bellwether educational partnership framework to organize, revisit our mission, vision and core values and to begin the work of issuing invitations to participate in the planning process to stakeholders.

Leadership continued to meet from June 29th through July 16th compiling documents and drafting new ones to address specific COVID19 reopening details and guidance.

In addition to surveying stakeholders we met virtually with stakeholders on July 8th & 9th to vet the working draft and the attendant documentation of our Reopening Plan.

Pursuant to these meetings and with feedback/input in hand, the leadership team created the final draft of the plan, asked for a final review from stakeholders, invited feedback from the District Management Group (contracted with by RIDE for this purpose) shared with the School Committee and submitted the plan to RIDE for further feedback and guidance. Strengths and challenges from Spring 2020 are articulated and addressed throughout the document within each section.

Communication Strategy
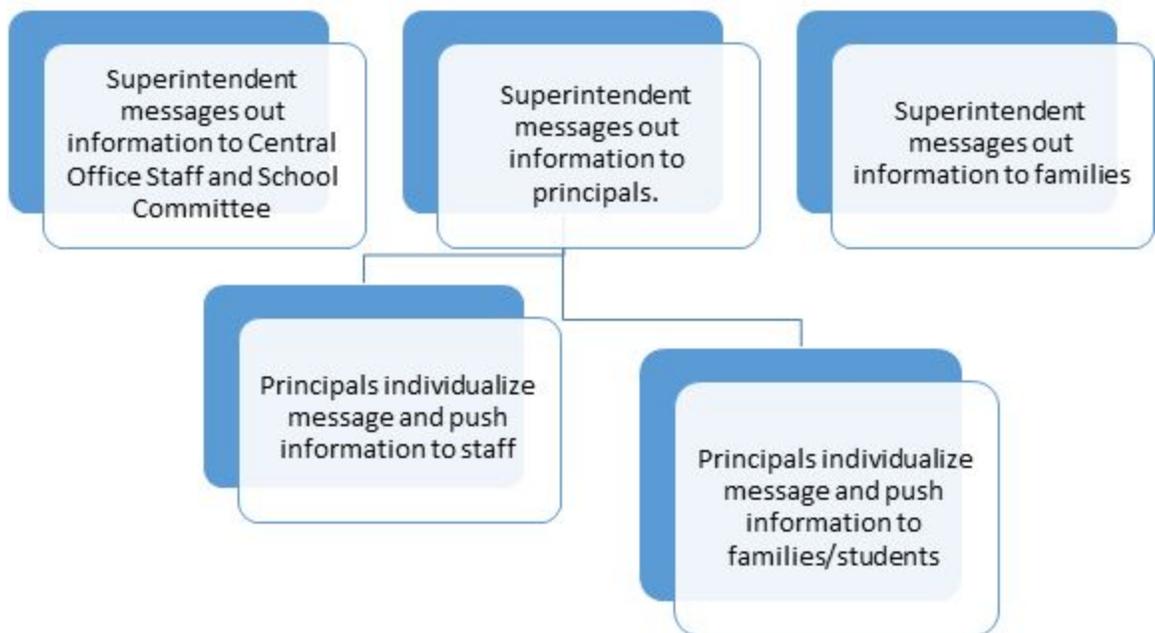
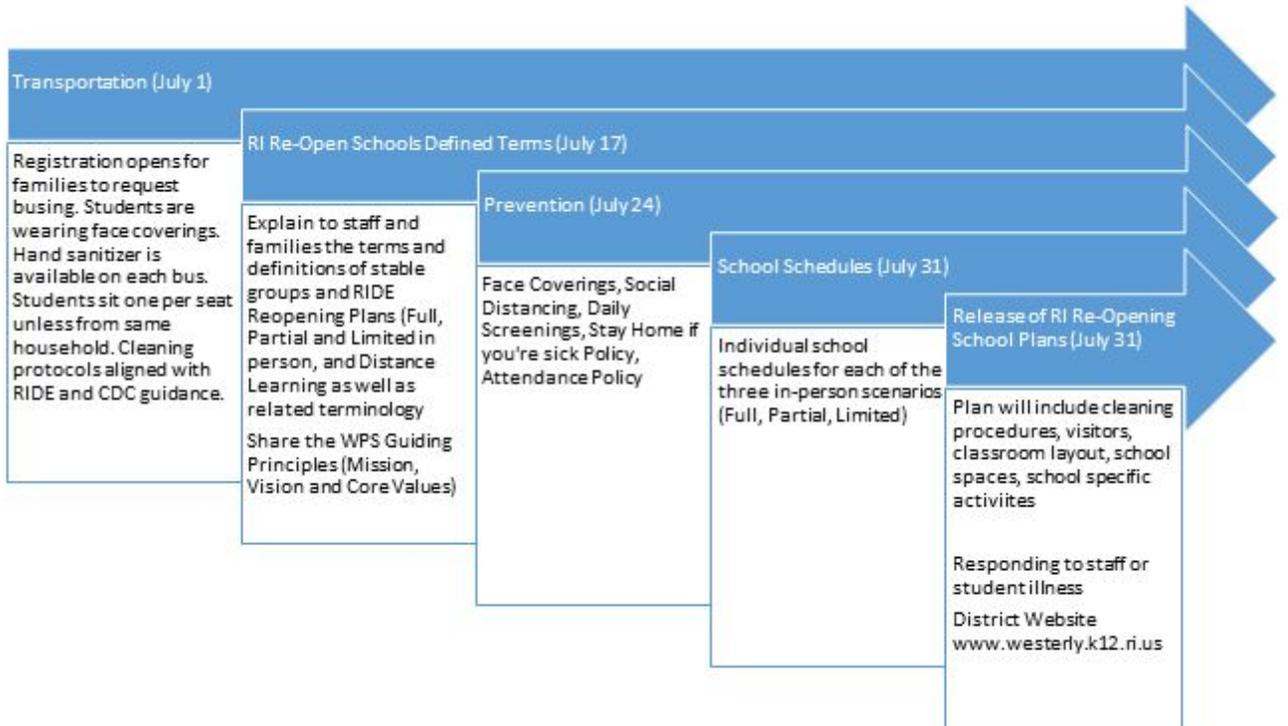*translations (primarily Spanish and Chinese) will be provided as needed

Staff

- Faculty Meetings (in person and Google Meets)
- Email
- Blackboard Connect
- Remind App

Families

- Emails
- Blackboard Connect
- Skyward
- Social Media (Twitter, Instagram, Facebook)
- Newsletters
- Paper for families without Internet access
- School Website
- Remind App (teachers to families)

Students

- Email (gr 5-12)
- Social Media (Twitter, Instagram)
- Morning Announcements via Google Slides (HS)
- Google Meets

Transportation (July 1)

Registration opens for families to request busing. Students are wearing face coverings. Hand sanitizer is available on each bus. Students sit one per seat unless from same household. Cleaning protocols aligned with RIDE and CDC guidance.

RI Re-Open Schools Defined Terms (July 17)

Explain to staff and families the terms and definitions of stable groups and RIDE Reopening Plans (Full, Partial and Limited in person, and Distance Learning as well as related terminology

Share the WPS Guiding Principles (Mission, Vision and Core Values)

Prevention (July 24)

Face Coverings, Social Distancing, Daily Screenings, Stay Home if you're sick Policy, Attendance Policy

School Schedules (July 31)

Individual school schedules for each of the three in-person scenarios (Full, Partial, Limited)

Release of RI Re-Opening School Plans (July 31)

Plan will include cleaning procedures, visitors, classroom layout, school spaces, school specific activites

Responding to staff or student illness

District Website www.westerly.k12.ri.us

Critical Components of Reopening Plan

Health and Safety (COVID-19 Control Plan)

Provide Assurance	Submit Evidence	
		### Face masks and coverings
X		a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
X		b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
		d. Implement other procedures, as needed.
		### Social distancing and organizing personnel
	X	e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into 'pods" or 'stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.
X		f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.
X		g. Designate 6' spacings and other social distance policies in high traffic areas (hallways,etc.).
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
		j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.
		k. Implement other procedures, as needed.
		### Responding to a positive case or outbreak
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	X	m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.

X		n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case - Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, 'stable group" or 'pod" in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning
	X	o. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.

Minimizing access by COVID-19-positive or symptomatic individuals		
X		p. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.
	X	q. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.
		r. Implement other procedures, as needed
Communication with staff and students		
X		s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		t. Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.
	X	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X		v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
		x. Implement other procedures, as needed.
Cleaning and decontamination		
		y. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.
X		z. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)

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		aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.
X		bb. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
X		cc. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
		dd. Implement other procedures, as needed.
Industry specific guidance and updates		
X		ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/.
		ff. Consult www.reopeningri.com/, the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance
		ii. Stay in touch with key community partners regarding education and childcare specific guidance

Health and Safety Plan

ASSURANCES:

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

X Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.

Expectations for the wearing of face coverings when social distancing is impracticable, will be communicated throughout the summer months and will be reiterated during the first days and weeks of school as we establish protocols, routines and rituals. Communications will be supported by the posting of notices outside and inside of all facilities.

Staff, students and families will be advised that it is recommended that face coverings be worn by students, when possible, even in stable group settings. Face coverings will be recommended, but are not required, in settings where people can easily and continuously maintain at least six feet of distance from other people.

Staff are to wear face coverings with the exception of staff that are with a consistent stable group. For high school, face coverings should be worn whenever six feet of physical distance cannot be guaranteed. The district will acquire additional face coverings for students and/or staff who may forget them or not have their own.

Any visitors or vendors will be required to wear face coverings. Visitors and Vendors

will be informed of this requirement, prior to arriving via the District website and with prominent signage displayed at all entrances.

X Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).

In addition to masks that we have been advised that RIDE is planning to make available, the district will be purchasing additional masks and other PPE.

X Inform staff and students of the need to clean their face mask between uses, or to dispose of it between uses (if disposable).

As above, this will be messaged throughout the summer and fall.

X Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.

Submitted schedules and building specific plans will account for consideration of all spaces and gathering size restrictions

See Appendix A

X Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).

See Appendix A

X Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.

This will occur during the first days of return. Staff will receive training during PD days and will in turn, provide the same to students. Notices and posters will also be posted. Messaging will also be provided using our digital displays throughout buildings.

X Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.

See schedules and building plans in Appendix A.

X Develop a COVID-19 sick policy and communicate it to staff, students, and families.

COVID19 Westerly Sick Policy has been created, is under review and will be communicated via email and social media using district and CDC generated resources.

X Prepare the district to respond to a positive case or outbreak in a school building or central office.

Protocol document ([COVID19 Westerly Sick Policy](#)) for addressing responses to positive cases or outbreaks has been created, is under review and will be communicated via email and social media.

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.

[COVID19 Westerly Sick Policy](#) policy document for addressing responses to positive cases or outbreaks has been created, is under review and will be communicated via email and social media.

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.

Awaiting guidance on attendance from RIDE

X Post signs or posters describing the district's rules for wearing masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.

All communicated via email, social media and postings using CDC resources. Signage will be posted throughout buildings.

X Communicate information to staff, students, and families in their preferred language or easiest mode of communication.

All messaging will be made available in English, Spanish and Chinese to the extent possible.

X Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

The district will continue to make use of surveys and interviews. Contact information for the tech department, administrators, mental health professionals, school nurses and the buildings and maintenance department will be provided and prominently posted on the district's web page and social media tools. Staff, students, and families with concerns can share concerns by emailing reopening-wps@westerly.k12.ri.us directly or they can access the district [Reopening Portal](#) to get information.

X Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)

Hand-washing facilities will be available in classrooms, restrooms and other spaces throughout the buildings. Hand sanitizer will also be available and will be on all buses.

X Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.

WPS custodial staff will clean all buildings daily in accordance with CDC guidelines. Cleaning staff will be augmented as necessary.

X Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.

Custodial staff will be trained and will implement cleaning and disinfecting procedures in accordance with CDC guidelines.

X Identify and review guidance specific to education and childcare on www.reopeningri.com/.

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

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

All staff, students and visitors will be advised of expectations (and the practice and protocols established to support them) regarding social distancing. The schedules provided in this submission (to the extent possible) provide for the creation of stable groups with defined and limited access to assigned building spaces, minimizing opportunities for cross-group exposure. The use of designated entrances and exits, providing meals in classrooms (eating lunch outdoors when possible) and routines for staggered arrivals, dismissals and visitors are included so as to mitigate exposure and risk.

All building visitors will be required to wear face coverings. For Partial and Limited In-person scenarios, visitors are not allowed, to the greatest extent possible.

Visitors will only enter and exit the school building via one location.

For all scenarios, a 30-day log of all visitors will be maintained. The visitor log will include: the date of the visit, contact phone number, specific destination within the building, and arrival/departure times by using a visitor management system, Raptor.

1. 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.

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Full Name	Email Address:
Michelle Iacoi	**miacoi@westerly.k12.ri.us**

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

In the event that the district learns of the positive test for COVID-19 of any student or staff member, the Superintendent will immediately contact the RIDOH to both notify and receive direction from RIDOH.

The affected student or staff member will be required to leave school grounds (if on campus). They will be advised that they are not to return to school or work until documentation from a medical provider indicates testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

The administrative team will identify all members of the student or staff member's stable group(s), any secondary stable groups to which the student or staff member belongs as well as all building spaces likely to have been visited by the student or staff member over the previous forty-eight (48) hours.

In the event that a student has tested positive:

The student must complete a period of isolation as directed by RIDOH.

All families of students belonging to the stable group(s) of the affected child will be notified that a child within the group has tested positive. Families will be notified by telephone and via email (translated as appropriate).

Any decision with respect to moving either the stable group(s), the grade level or the entire school to distance learning will be made in consultation with and upon advice from the RIDOH.

All building spaces likely to have been visited will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

In the event that a staff member has tested positive:

The staff member must complete a period of isolation as directed by RIDOH.

All staff members of the building(s) in which the staff member works will be notified that a staff member has tested positive for COVID-19. Staff members and families (if the staff member is likely to have been in direct contact with students) will be notified by telephone and via email (translated as appropriate).

Any staff member known to have been in direct contact with the affected staff member will be advised that they have been exposed to someone who has tested positive for COVID-19 and advised to seek medical advice.

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Any decision with respect to moving either the stable group(s), the grade level or the entire school to distance learning will be made in consultation with and upon advice from the RIDOH.

All building spaces likely to have been visited will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

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.

The following messaging is being shared with all stakeholders via email and social media.

So as to provide for the safety of all members of the Westerly Public Schools community, it is the policy of Westerly Public Schools that any student or staff member who has tested positive for COVID-19 OR who is exhibiting symptoms of the virus which include:

- **Fever (100.4 degrees fahrenheit or higher) or chills**
- **Cough**
- **Shortness of breath or difficulty breathing**
- **Fatigue**
- **Muscle or body aches**
- **Headache**
- **New loss of taste or smell**
- **Sore throat**
- **Congestion or runny nose**
- **Nausea or vomiting**
- **Diarrhea**

is to stay home from school/work and will not be permitted to return to school/work until documentation from a medical provider indicates that COVID testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

All students and staff must be screened or complete a self screening each day before leaving for school or work. Parents must screen students at home using the district's online health-screening form. Health Screening Questionnaire - *Student/Family Health Assurance (Skyward) sample*

All students must stay home if they fail the screening prior to leaving for school. If a student screens positive for any COVID-19 symptoms, the student's parent/guardian should seek medical advice from the student's healthcare provider and inform the school of the student's absence. Again, the student is not to return to school until documentation from a medical provider

indicates COVID testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

Likewise, all staff are required to complete an online self-attestation form prior to arriving at school or are required to be screened before entering the school building. Health Screening Questionnaire

If a staff member screens positive for any COVID-19 symptoms, the individual should not come to, or enter school, should inform a supervisor, and should seek medical advice from a healthcare provider. Again, the staff member is not to return to school until documentation from a medical provider indicates COVID testing was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

In the event that a student becomes sick during the school day, the child is to be taken to the school nurse and the isolation room immediately.

Parents/guardians will be contacted and will be required to pick the student up from school within 60 minutes. Parents/guardians will be advised that they should seek medical advice for the student within 48 hours and schedule a COVID-19 test as needed. If the test result is positive, individuals must complete a period of isolation as directed by RIDOH.

Students will not be permitted to return to school until documentation from a medical provider indicates that any testing completed was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. In the event that a staff member becomes sick during the school day, the staff member will be sent home immediately and encouraged to be tested for COVID-19 and to seek further medical advice from a healthcare provider.

The staff member is to get a COVID-19 test as needed and notify their immediate Supervisor and the HR office as soon as the result of the test is known. If the test result is positive, individuals must complete a period of isolation as directed by RIDOH.

Symptomatic staff will not be permitted to return to work until documentation from a medical provider indicates that any testing was negative and there are no other restrictions or there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. (see Appendix B)

3.   *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.*

In the event that the district learns of the positive test for COVID-19 of any student or staff member, the Superintendent will immediately contact the RIDOH to both notify and receive direction from RIDOH.

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The affected student or staff member will be required to leave school grounds (if on campus). They will be advised that they are not to return to school or work until documentation from a medical provider indicates that any testing completed was negative and there are no other restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

The administrative team will identify all members of the student or staff member's stable group(s), any secondary stable group(s) to which the student or staff member belongs as well as all building spaces likely to have been visited by the student or staff member over the previous forty-eight (48) hours.

In the event that a student has tested positive:

All families of students belonging to the stable group(s) (including for transportation) of the affected child will be notified that a child within the group has tested positive. Families will be notified by telephone and via email (translated as appropriate).

Any decision with respect to moving either the stable group(s), the grade level, or the entire school to distance learning will be made in consultation with and upon advice from the Rhode Island Department of Health.

All building spaces likely to have been visited by the affected student(s) will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

In the event that a staff member has tested positive:

All staff members of the building(s) in which the staff member works will be notified that a staff member has tested positive for COVID-19. Staff members and families (if the staff member is likely to have been in direct contact with students) will be notified by telephone and via email (translated as appropriate).

Any staff member or family of a student known to have been in direct contact with the affected staff member will be advised that they have been exposed to someone who has tested positive for COVID-19.

Any decision with respect to moving either the stable group(s), the grade level or the entire school to distance learning will be made in consultation with and upon advice from the Rhode Island Department of Health.

All building spaces likely to have been visited will be sanitized in accordance with CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.

Instruction

Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
		a. Develop a Return to Instruction Workgroup
	X	b. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual and differently abled students.
	X	c. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.
		d. Consider if and when students will still have access to non-core content (electives, etc.)
	X	e. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.
x		f. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
	X	g. Demonstrate comparable levels of rigor between online and in-person instruction.
X		h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		i. Develop a system to continually monitor learning progress and loss.
	X	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	k. Develop a process for identifying students potentially in need of additional 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		l. Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
		m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.
X		n. Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.

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Special Education Services

	X	o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X		p. Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings).
X		q. Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?

Staff Supports

	X	r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
X		u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X		v. Map what technical assistance and support will be offered during all reopening scenarios.
X		w. Assess well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).

Family and Community Engagement (communication and partnerships)

	X	x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).
X		y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.
	X	z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.
	X	aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:
Instructions: Provide assurances by marking an "X" in each box next to each item to

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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.

The Westerly School Committee supports a curriculum management system that provides for review, development, implementation, and evaluation of instructional programs, K-12 and which meets or exceeds the State content standards that have been adopted by the Board of Regents to ensure all students become life-long learners.

All online curriculum development and/or delivery will be done in accordance with appropriate fair use and copyright requirements.

X Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.

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.

X Develop a system to continually monitor learning progress and loss.

Students will be assessed upon school opening using universal screeners. Additionally, success with attendance, engagement and academic output during Spring 2020 will be reviewed and considered. Fall engagement, work completion and submission will be monitored. Formative and summative assessments will provide data on learning progress.

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.

The district's MTSS Coordinator will, in coordination with the Deans of Teaching and Learning maintain an inventory of all available intervention programs inclusive of those delivered face to face and via distance 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.

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.

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)

Under the direction of the Director of PPS, the district will coordinate and provide for the delivery of multiple models of service provision in both face to face and remote

settings. In in-person scenarios, direct and related service providers can push into stable groups to provide instruction. Additionally, students can access resource support and related services in a secondary stable group for direct specialized instruction. In some cases, students will be able utilize an individual learning space to access teletherapy within the school day.

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?

The Director of PPS will lead the work of assessing any learning loss during the spring semester and will work with families and related service providers to address areas of need. Where necessary, any re-evaluation and/or IEP meetings will be scheduled in-person or via HIPAA compliant Zoom.

X Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

Professional development activities prior to school opening and throughout the fall will feature work on the delivery of content in ways developmentally appropriate. This will include for face-to-face, distance learning and any hybrid scenarios.

X Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.

Parents, staff and students will be provided training on accessing online content, services and resources using emails, screencasts, and in the context of online and face-to-face meetings or classes.

X Map what technical assistance and support will be offered during all reopening scenarios.

The district's tech department will continue to assist staff, students and families with issues of equipment needs, connectivity, and other considerations across all reopening scenarios. Contact information for the tech department will be shared widely and customer service (already very good) will be a priority.

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).

The district's HR Coordinator and the leadership of our various bargaining units will work in collaboration to assess (using surveys, interviews and by maintaining open lines of communication) the status and needs of staff. They will leverage EAP and other resources to address those needs.

X Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.

Any changes to attendance policies will align with state guidance.

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.*

> **The district has hired an MTSS coordinator effective 7/1, who will be coordinating, along with principals and instructional leaders, the assessment of where students are when they return to school, inventorying all available interventions and assisting the coordination of efforts to keep parents abreast of student progress in terms of closing gaps and mitigating learning loss due to distance learning and/or other factors.**

Assessment: Plan for assessing progress and learning loss
   - **Universal screening in grades 1-8 for reading and mathematics (Aimsweb 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. Aimsweb 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**

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.

> **Throughout the spring of 2020, instructional leaders at levels engaged in the work of prioritizing THE critical learning, dispositions, habits of mind (i.e. "power standards") that needed 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 be one of very few priorities during the first week of school opening. Others will include the teaching of and establishment of rituals and routines that will support safe re-entry and the building of personal connections and relationships with students and families that will be critical to the continued success of our distance learning models should a return to full-scale DL become necessary.**

> **In coordination with the newly created MTSS Coordinator, the Assistant Director for Pupil Personnel Services, Deans of Teaching and Learning, and Principals will lead the work of identifying any students exhibiting learning loss beyond that typically expected over any normal**

summer.

The district will utilize available screeners and assessments (see inventory [Appendix C](#)) [Academic Screening & Assessment District Inventory as of 7.13.20](#) and all available intervention resources (both face to face and digital) as well as related service assessments based on IEP goals. IEP teams will utilize data collection, in addition to parent and student input to determine the need for IEP revision on a case by case basis.

Learning Loss Accountability:
- Previously identified intervention students will start the year as usual.
- The updated testing will inform newly identified intervention needs. Interventions will be stable secondary groups. This includes MLL and differently abled students as appropriate.
- 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.
- Preschool Coordinator meets with preschool teachers weekly to review pacing, sequence and student progress to Early Learning standards. Differently abled students receive instruction from special educators and related service providers within stable groups and/or through pull out sessions as appropriate based on IEP determinations.
- Middle School Department Heads/ Elementary Deans of Teaching and Learning meet with teachers twice a week to plan instruction. During distance learning department heads worked with teachers to identify power standards and adjusted pacing which will continue throughout the next year.
- High School Department Heads will meet with their department members during regularly scheduled CPT periods (approximately 2 times per week) to identify power standards, regulate pacing, and modify common assessments if needed. Department Heads will meet weekly with the Dean of Teaching and Learning to discuss progress in these areas and problem solve issues that arise.
- Accommodations and modifications have been made for MLL and differently abled students per IEP/504/MLL needs. This included accommodations for students with compounding factors.
- Formative and summative core assessments are ongoing
- In addition to scheduled interventions, informal time will be used to account for learning loss as much as possible.
    - High School 71 minute WIN (Whatever I Need) blocks every other day for full day, partial and limited schedules.
    - Middle School 7:50-8:30 morning - silent reading, reteaching, work time, reading instruction, math help, etc. 1:30-2:30 dismissal could also be used for this work depending on dismissing timing.
    - Elementary Schools: 8:45 - 9:20 morning meeting, intervention, work time, enrichment opportunities, etc.. 2:00-2:45 dismissal could also be used for this

work depending on timing. *interventions will also be scheduled accordingly throughout the day based on grade level schedules.

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

In addition to continuing to work with a thoughtfully narrowed curricular focus, remote learning in the fall will reflect input from parents, students and staff. Many have highlighted concerns regarding the amount of screen time required which is pushing us to consider adjustments to our schedules and approaches to more asynchronous learning and working so that staff and students can gain more control of their time and work schedules.

WPS established high expectations for distance learning from the start and was deliberate about trying to replicate, to the extent possible, the regular school day. This helped us maintain high levels of both rigor and routine, but we do recognize that while both were welcomed by many (according to feedback), it created significant challenges for some, both students and staff; particularly staff members who have their own children at home.

For SY20-21 we anticipate:

Similarities
- **Students will have google classroom created and use google meets each day to have synchronous instruction from certified teachers. Classes are 45 minutes in duration. Direct instruction should last from 10-20 minutes and then include student practice or application so that learning can be assessed.**
- **Preschool Distance Learning Schedule**
    - **Creative Curriculum**
    - **Balance of synchronous and asynchronous lessons**
    - **Parent consultations**
    - **Flexible scheduling to meet the needs of students and families**
    - **Smaller group sizes and 1:1 sessions**
    - **Communication with families multiple times per week**
- Elementary Schools Distance Learning Schedule
    - **Curriculum (Math, Science, Reading)**
    - **Flexibility for families/students who were struggling**
    - **Multiple touch points**
    - **Communication among cohorts/planning opportunities**
    - **Internet Connection**
    - **Technology support**
    - **Parent consultations**
- Middle School Learning Schedule
    - **Mental health and social supports will continue to support students and staff**
    - **Curriculum**
    - **Flexibility for families/students who were struggling**
    - **Multiple touch points**
    - **Communication among cohorts/planning opportunities**

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- ○ **Internet Connection**
- ○ **Technology support**
- ○ **Parent communication**
- ● [High School Learning Schedule](#)
  - ○ **Mental health and social supports will continue to support students and staff**
  - ○ **Curriculum**
  - ○ **Flexibility for families/students who were struggling**
  - ○ **Multiple touch points**
  - ○ **Communication among cohorts/planning opportunities**
  - ○ **Internet Connection**
  - ○ **Technology support**
  - ○ **Parent communication**

Differences
- ● **Create a streamlined process for Google Classroom implementation**
- ● **Administrators will utilize LittleSIS.app to better monitor teaching and learning**
- ● **Elementary Deans of Teaching and Learning in Coordination with the district ELA Coordinator will provide professional development to ensure to strengthen the rigor of writing instruction.**
- ● **District and school personnel will develop plans for special area instruction.**
- ● **Administration/Deans of T/L/Department Heads will re-align assessments with prioritized standards**

3.   Demonstrate comparable levels of rigor between online and in-person instruction.
Comparable levels of rigor can be demonstrated in the following ways:

Preschool
- ● **Increase parent knowledge, skill level and involvement with teaching core concepts and skill development to their children**
- ● **Increased consultation with parents for related service provision**
  Parents have access to more resources and materials in order to work with their children throughout the day

Elementary
- ● **Instruction is daily- Google Meets and face to face, synchronous and asynchronous**
- ● **Universal screen (AIMsweb Plus) will be used as evidence of rigor and student learning for reading and mathematics**
- ● **Dreambox and Lexia data (research based programs)**
- ● **Running Records to inform instruction**
- ● **Conferencing with students**
- ● **Clear learning objectives, success criteria**
- ● **Student learning goals (across content areas)**
- ● **Math Addvantage**
- ● **Instructional rounds**

Middle School
- ● **Instruction is daily and synchronous using Google Meets or face to face with clear learning objectives and success criteria.**

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- **Universal screen (AIMsweb Plus) will be used as evidence of rigor and student learning for reading and mathematics**
- **Instructional rounds**

High School
- **Instruction is daily and synchronous using Google Meets or face to face with clear learning objectives and success criteria.**
- **Level of rigor is determined by the demands of each common assessment. Most common assessments can be administered via distance learning if need be, but some may require modification.**
- **Instructional rounds**

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

- **Universal assessment screen will be changed from NWEA MAP to Aimsweb Plus for grades 1-8. Kindergarten will use Aimsweb Plus beginning in Winter.**
- **Grading will continue as it has throughout the distance learning.**
  - **Elementary will maintain usage of the standards based report cards. Guidance for grading (Report Cards Guide Distance Learning) during distance learning was provided for teachers.**
  - **WMS & WHS students will receive letter grades. Accommodations are made for students on an as needed basis. Guidance for grading during distance learning was provided for teachers.**
- **Progress reports (WMS & WHS) and report cards will be posted to the Skyward SIS. No changes at this time. Students with IEPs will receive progress notes toward annual IEP goals quarterly with report cards.**
- **WPS will implement RIDE attendance guidelines. School truancy team will continue to monitor and encourage student attendance.**
- **Elementary and WMS do not have an official promotion policy. However, more students were given access to virtual summer school this year to help mitigate learning loss for a greater number of students. The high school has a promotion policy based on credits earned (5 credits to advance to grade 9, 10 credits to advance to grade 11, 16 credits to advance to grade 12) There is no change at this time.**

5. *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.*

Multiple sources of data will be used during our MTSS process.

Academic-

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Students previously identified are continuing with intervention services at the start of the school year. Multiple data sources, including the new universal screening assessments, will be used to identify student needs regarding academic interventions and movement through tiers.

Functional -
After a data collection process and consultation with school based mental health providers, teachers may refer students with social emotional needs to a behavior support team who may conduct a child study in order to develop an individualized plan.
Preschool- teams use data collected through Teaching Strategies Gold to determine the need for interventions. This data is reviewed monthly during common planning time with the Early Childhood Coordinator.

Teams will review updated student data on a regular basis (6-8 weeks) to determine student progress through the MTSS process and continued level of need.

Progress for students with IEPs is reported quarterly. IEP teams make determinations based on student data. For students who are not making adequate progress, the IEP team will meet to determine what changes may need to be made in order to provide the appropriate level of specialized instruction and any additional support. For students who have achieved IEP goals, formal evaluations may be conducted in order to determine the continued need and possible exiting of services.

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

All IEP/504 meetings will continue as needed to maintain communications and compliance. These will be scheduled as face-to face, virtual or in hybrid as needed. IEP meetings will convene utilizing HIPAA and FERPA compliant Zoom. Docu-sign has been acquired to obtain consent for agreed upon sharing of information that would provide student need including evaluations, consultation with outside providers, etc.

The district has also hired an MTSS coordinator effective 7/1, who will be coordinating, along with principals and instructional leaders, the assessment of where students are when they return to school, inventory all available interventions and to assist in coordinating efforts to keep parents abreast of student progress in terms of closing gaps and mitigating learning loss due to distance learning and/or other factors.

During the first week(s) of reopening the district will prioritize determining student(s) present levels of performance upon return to school: Utilize district and school based screenings, ie Aims web Plus, core Phonics Survey, F&P assessment, in addition to progress monitoring tools for late August related services as identified by the IEP. Teams will determine the need to review progress via an IEP meeting based on these levels of academic and functional performance.

In preparation for IEP service delivery and possible revision, it will be imperative to assess each student's present level of performance as soon as possible in the fall. Service providers will need to reach out to families to gather parent feedback. Teams will use district benchmarking tools such as Aimsweb Plus (Reading, Math, Writing), Fountas & Pinnell assessment, Mental Health

survey, as well as IEP goal specific data collection tools to plan for evolving needs, as well as identify any missed services. Based on this data, teams will determine if there is a need to revise a student's IEP. Parent survey information should also be included as part of decision making. An IEP meeting will be scheduled by the case manager using the steps outlined below for Zoom meetings. In lieu of holding meetings in person we will continue to utilize our virtual platforms. We have acquired HIPAA and FERPA compliant licenses for virtual meetings through Zoom. If parents do not have access to internet connection or technology to participate in the virtual meeting there is a secure phone number that can be utilized.

Prior to Meetings
1. **Case managers will need to send home a written invitation to families at least 10 days prior to the meeting. By virtue of attending, the parent is giving permission to hold a virtual meeting.**
    a. **If parents decline virtual meetings, the team must document its attempts. If three attempts have been made the team can move forward with the meeting.**
2. **Draft documents should be in Powerschool and shared with participating team members 24-48 hours prior to the meeting. Evaluations should be uploaded. Summary reports can be shared as a PDF document to team members.**

During meetings
Be sure to follow the district virtual meeting guidelines:
1. **Start and end meetings on time**
2. **Be prepared for virtual participation**
    a. **Attend virtual meetings with appropriate presentation**
    b. **Be aware of appropriateness of the virtual environment (What can be seen in the purview of the camera)**
    c. **Determine who will be taking minute notes during the meeting. There is a Meeting Notes form in Powerschool for this purpose.**
3. **Practice turn taking so that members of the group are not talking over each other**
    a. **Use language that is appropriate to the learning environment**
    b. **Exercise patience with those in the group. Resist the urge to multi-task while engaging in meetings.**
4. **If presenting documents on screen, be aware of confidential information that may be open in other tabs.**

Post meeting follow ups:
1. **Case manager will share meeting minutes and any other documents that have not already been shared with parents electronically as a PDF. If signatures are needed on a document these will be sent to members for e-signature via docusign by the LEA.**
2. **For any documents requiring a signature, once signatures have been collected, Case Manager will electronically share these documents with parents and upload them into Powerschool.**
3. **Case manager will contact the PPS Files Clerk and building LEA via email to confirm all documents are in Powerschool.**

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4. **PPS File Clerk will print all necessary forms from Powerschool/Tienet to be filed in students record once back in the office.**
5. **Once documents are finalized (after 10 days) the case manager will send an email to the PPS Census Clerk in order for the census to be updated.**

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

On March 30th the Assistant Superintendent distributed a professional development needs survey for teachers, nurses, support staff, and non certified staff. The results were collected and informed professional development planning and opportunities provided throughout the remainder of the year using common calendar PD days as well as those already scheduled for WPS. Certified and non-certified staff were surveyed in July 2020 to assess professional learning needs for reopening and distance learning. We will continue to survey and provide training to all staff.

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

All School Based Mental Health Professionals attended a two day advanced training on the use of Collaborative Proactive Solutions as part of early intervening services for students with social/emotional and/or behavioral needs on May 4th and 5th. All Paraprofessionals and transportation staff took part in a book study on Collaborative Proactive Solutions as well as engaged in a 5 day module training on strategies for students with Autism and 7 days of self directed Trauma Sensitive School modules during the months of March and April.

All administration and leadership team members, teachers of grades 2-8 attended Bias training through Educulture Consulting. This training will continue to include all WPS teaching staff. Book study groups at all levels include texts such as <u>Lost at School</u>, Ross Greene, <u>Fostering Resilient Learners</u>, Kristin Souers and Peter A. Hall, <u>Teaching with Poverty in Mind</u>, Eric Jensen. All staff has or will have training with Mental Health First Aid.

A. District and building level crisis response teams focused on student and staff mental health and wellness.
B. Mental health liaison who will work with the district, RI Department of Health, and community partners. - Dr. Jon Kimpton, Behavior Specialist and Clinical Psychologist, jkimpton@westerly.k12.ri.us
C. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
D. Screen or evaluate students for mental health needs.
  • **Electronic screening tool Student Distance Learning & Well-Being/SEL Survey**

- **Risk Assessment-** Columbia Suicide Severity Rating Scale
- **Other assessment tools -** Westerly PK-12 SEL Rubric (RI/RIELDS aligned)

E. Ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
- **Risk assessment**
- **Zones of Regulation checklist**
- **Social-emotional Rubric**
- **DCYF reporting process**

F. Evaluate staff mental health to assess their readiness to return. (Staff Distance Learning Feedback and Reopening Planning) Implement a system to continually monitor student needs.
- **Zones of Regulation,**
- **Student self reporting survey**
- **CICO**
- **Check and Connect**
- **CASEL Tool**
- **SEL & Well-being Staff Survey**

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

CASEL TOOL: Personal Assessment & Reflection-SEL Competencies for Leaders, Staff & Adults

SEL: A Playlist for Kids & Resources for Families

Community Resource List for Families

RIDE: Mental Health Resources in Response to COVID-19

9. *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).*

Since March, the district has collected feedback from families, students and staff members using numerous surveys, interviews, and other means regarding their experiences with distance learning. This feedback has informed our decisions regarding adjustments to expectations, schedules and tech support provided to all stakeholders.

Surveys for students, parents and staff were given multiple times during the spring. WPS will continue using google forms to gather feedback to inform planning. For example, based on feedback WHS and WMS changed the model for instruction to include a flexible day each week for students in need of extra support and interventions. We modified individual instructional plans based on feedback from individual families and staff.
- **April 2, 2020 First Week Feedback Students , Feedback Staff**
- **May 3, 2020 Feedback Parents , Feedback Staff , Student Feedback**

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- **May 18, 2020 [Special Education Feedback Survey for Families](#)**
- **June 18, 2020 [Parents 20-21 Opening Anticipations Feedback](#)**
- **July 1, 2020 [School Year Transportation Form](#)**
- **[WPS Communication Plan](#)**

Key takeaways included appreciation for (while at the same time concerns about) structured schedules which to a great extent mirrored the regular brick and mortar school day. Also highlighted were challenges with technology particularly for those families who lacked necessary internet access and/or to whom district-issued Chromebooks were issued. Particularly at the high school level.   We also heard that students were being overwhelmed by the amount of work coming from multiple teachers in multiple disciplines who were all trying to keep the expectations for learning and work products high.

10. *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.*

In addition to regular interim progress reporting and grade reporting, parent teacher conferences will continue (either face to face or virtually) and are built into the school year calendar.

Also, the district will continue to support parents in accessing the latest reporting on student progress utilizing our school management system (Skyward).

Teachers and related service providers will be encouraged to continue the frequent communications with parents that were such a large part of our successes through the spring. During times of distance learning, it is the expectation that service providers are communicating with families weekly.

The district has hired an MTSS coordinator who will be coordinating, along with principals and instructional leaders, the assessment of where students are when they return to school, inventory all available interventions and to assist in coordinating efforts to keep parents abreast of student progress in terms of closing gaps and mitigating learning loss due to distance learning and/or other factors.

While we will always strive to improve communications, WPS received very positive feedback regarding the availability, clarity and timeliness of communications regarding any changes in health and safety guidelines and our implementation of distance learning.

District level communications regarding any changes in health and safety guidelines will continue to come from the Superintendent's office to families via email, robocalls and

through print, broadcast and social media. These messages will also be disseminated and reinforced (using many of the same means) by principals and directors.

Likewise, any updates regarding Distance Learning expectations and implementation will be communicated through the Superintendent's office in coordination with principals and directors.

- Student progress is communicated through Skyward SIS. Progress reports (WMS and WHS) are mid quarter and report cards (all schools) are end of quarter. Progress reports, specific to IEP annual goals for differently abled students with IEPS is reported quarterly with report cards at all levels Prek-12 as well as transition students (ages 18-22)
- Changes in health and safety will be communicated with parents through Skyward messaging center emails, district website, Blackboard Connect phone calls, and/or social media (facebook, instagram, etc).
- Distance learning communication through Skyward messaging center emails, district and school website and social media.

Note: Skyward and Blackboard Connect translate communication to Spanish and Chinese as needed. District website information is available in English, Spanish, and Chinese.

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

Key to any successes that WPS experienced with the implementation of distance learning in Spring 2020, were the relationships (between teachers and students, students themselves and the teacher's and principal's relationships with and support from parents and guardians) in place as a result of having been a working unit since school's opening in September, 2019.

In recognition of this, the district will be prioritizing just a few key pursuits during the first days and weeks of returning to buildings in late August. They will be assessing where students are academically and socially and emotionally and providing the supports needed to set them up for success in SY2021; establishing the rituals and routines (e.g. how we move about campus to support distancing); working thoughtfully and purposefully to reestablish student relationships and classroom cultures that will need to be in place should we find ourselves having to move back to distance learning school or districtwide.

At the onset of the school year the district is committed to building relationships and structures to create a positive culture. Where possible, this will be accomplished in the context of setting up rituals and routines intended to support safe opening and a successful SY20-21. The staggered student arrival and departure times will be used to develop relationships. The elementary ELA curriculum contains lessons that foster

building relationships and routines. Elementary teachers have access to the second step SEL curriculum that will be consistently implemented. The week of August 31st, kindergarten teachers will have one on one conferences with families in order to build relationships and provide guidance on expectations.

- **HS**
    - The high school will continue to implement the strategies learned from Improving School Culture: One Week at a Time. This was a book study during the 2019-2020 school year. We will also provide some professional development within the first week of arrival to help teachers build trust and culture in their classrooms.
- **MS**
    - The middle school will access parts of The First Days of School: How To Be An Effective Teacher and Teach Like a Champion, Chapter 5 Creating a strong classroom culture within the first two weeks of school. **Middle School Scope and Sequence**

- **Prek/Elementary**
    - Prek/Elementary teachers have access to the Second Step SEL curriculum that will be consistently implemented with support from school social workers. Second Step is currently offering resources to address challenges of COVID for students and families. The following is the scope and sequence that can be referenced for lessons to be used during the first week of school, **Early Learning Scope and Sequence, Second Step K-5 Scope and Sequence .**

    In EL Education, Grade 2, begins with a unit that "students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges." The social and emotional focus of this unit is "a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service)."

Additionally, at the fourth grade level, Second Step provides a lesson: Respecting Similarities and Differences addressing social awareness, that can be completed in the first week of school. The focus is on "identifying clues that help them recognize other people's feelings and identifying similarities and differences between how two people feel."

Parent resources will be made available to families regarding Academic and Social/Emotional Learning Standards.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
		Social-Emotional and Mental Health Support
		a. Establish a crisis response team focused on student and staff mental health and wellness.
	X	b. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners. *(John Kimpton)*
X		c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X		d. Screen or evaluate students for mental health needs.
		e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X		f. Evaluate staff mental health to assess their readiness to return. Implement a system to continually monitor student needs.
		g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
	X	h. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

> *X Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.*
>
> **WPS Clinical Psychologist, Dr. John Kimpton** *(and in collaboration with the HR coordinator)* **will lead mental health support staff in the work of identifying and sharing information on all supports** *(internal and external)* **available for meeting the mental health and well being needs of our students and staff.**
>
> *X Screen or evaluate students for mental health needs.*
>
> **Mental health service providers will periodically evaluate student mental health needs with priority given to individual students and families referred to them by principals and teachers**.
>
> *X Evaluate staff mental health to assess their readiness to return.*
>
> **The HR coordinator and union leadership will collaborate to survey all staff in order to assess readiness to return to work and will seek counsel of the district psychologist and**

district senior leadership as needed.

X *Implement a system to continually monitor student needs.*

Student mental health needs will be assessed during the opening days of schools (along with issues of learning loss and need). Mental health needs will be revisited periodically (quarterly at a minimum) and any referrals from principals, teachers, school counselors or parents will be assessed and acted upon without delay.

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.

Designate a mental health liaison who will work with the district, RI Department of Health, and community partners.
WPS School Clinical Psychologist Dr. Jon Kimpton

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

The information listed below was gathered with the intention of supporting the connection of WPS families with useful resources as we as a community face the challenges associated with COVID-19. This is not intended to act as the sole source of information and support. Resources and information, including some listed here, may change over time.

MENTAL HEALTH

WPS School Psychologists are available to support in a variety of ways.

- School Psychologists can be reached during school hours.
- District Support: Jon Kimpton, PhD: jkimpton@westerly.k12.ri.us
- Westerly High: Scott Simone (401) 315-1621: ssimone@westerly.k12.ri.us
- Westerly Middle: Leslie Hooper (401) 315-1656: lhooper@westerly.k12.ri.us
- Springbrook & Dunn's Corners: Patricia Kalen (401) 206-0088: pkalen@westerly.k12.ri.us
- State Street & PreK: Kelly Moroso (401) 315-4450: kmoroso@westerly.k12.ri.us

Additional Behavioral/Mental Health Resources:

Kidslink
https://www.lifespan.org/centers-services/kids-link-ri
Kids' Link RI™ is a hotline for children in emotional crisis.
Call 1-855-543-5465 if your child is:

- Feeling excessive anger or sadness
- Lashing out at siblings, friends, and adults
- Having behavior problems at school
- Having severe worries
- Hurting himself/herself or others

BHLink - Behavioral Health for adults (ages 18+)
https://www.bhlink.org/
For confidential support and to get connected to care
CALL 401-414-LINK (5465)

Family Care Community Partnership
https://tricountyri.org/services/family-care-and-community-partnerships-program-fccp/
Provides support for families to include but not limited to:
Case management to connect families with local resources for basic needs, housing, behavioral and medical health needs. Family needs assessment and working with families to identify strengths and needs and partners with the family to develop appropriate and agreed upon family centered goals.

NAMI
NAMI offers a wide variety of information on COVID 19 and how it pertains to mental health.
https://www.nami.org/About-NAMI/NAMI-News/2020/NAMI-Updates-on-the-Coronavirus
There is a downloadable helpline, information and resources guide.
https://www.nami.org/getattachment/About-NAMI/NAMI-News/2020/NAMI-Updates-on-the-Coronavirus/COVID-19-Updated-Guide-1.pdf

Mental Health Resources to Help Children Cope During the Covid-19 Crisis

Excellent **collection of articles for both parents and educators** related to children's emotional adjustment and how to talk to children about Covid-19. Provided by the Collaborative for Social and Emotional Learning.
https://casel.org/covid-resources/

Issues to consider when talking to children about Covid-19
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource

Espanol/Spanish Version
https://www.nasponline.org/x54872.xml

General article about strategies to help **adapt to adversity and build emotional resilience**
https://www.apa.org/topics/resilience

Anxiety and Covid-19
Tips to manage anxiety from the American Psychological Association
https://www.apa.org/helpcenter/pandemics

Information from the **Center for Disease Control** on how to recognize anxiety, methods to help cope with anxiety, and resources to obtain assistance
https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html

Coping with anxiety and worry during the coronavirus
https://childmind.org/article/anxiety-and-coping-with-coronavirus/

Mindfulness Activities
Mind Yeti on Youtube
https://www.youtube.com/watch?v=j8sYqsD2WZQ

App offering meditation and stress reduction
http://www.calm.com/

App offering free meditations exercises at this time
https://www.headspace.com/

App to help kids identify emotions, build relationships, and be mindful to support their social emotional health.
https://apps.apple.com/us/app/gonoodle/id1050712293?utm_campaign=Homepage&utm_content=parent&utm_medium=website&utm_source=gonoodle&utm_term=

Resources for educators
Some ideas for educators to include social emotional learning in a distance learning environment
https://www.instituteforsel.net/posts/realm?mc_cid=795a82e8cb&mc_eid=1ba43399be

Social Stories about the Covid-19 coronavirus
https://www.ppmd.org/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf

https://drive.google.com/file/d/1zHfG9hPbhB6iZlh7p_ZmXzkZfF-OE89S/view English

Additional Resources

Coastline Employee Assistance Program www.coastlineeap.com
- Weekly meditation reminders and live virtual meditation sessions
- Informational webinars specific to COVID: returning to work after restrictions, supporting remote work, financial stability, living through traumatic experiences
- Weekly live webinars for stress management, stress relief, mindfulness, building resilience.
- HR, psychologist, and school nurse availability for face to face concerns.
- During distance learning, staff was encouraged to participate in the pure edge wellness training provided by the state and greatly enjoyed the experience. This practice of making available resources known and encouraging staff participation will continue.

These resources will all be posted within the Westerly district COVID/Distance Learning portal.

Reopening Operations

Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		*a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.*
X		*b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.*
X		*c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.*
X		*d. Establish procedures for entering the school building for teachers, students, visitors, vendors.*
X		*e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.*
Operations (Budget, Staffing, Scheduling, Food Services)		
	X	*f. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.*

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	X	g. Identify staffing changes for the upcoming school year and develop plans for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.
	X	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.
X		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
Transportation		
X		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).

	X	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.
X		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. - Cleaning schedule - Maximum capacity based on RIDOH guidelines
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses,etc.).
Technology		
		p. Designate a lead technology point of contact.
		q. Develop a return to school technology plan.
X		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.
		s. Survey families to determine technology needs
X		t. Develop process for inventory of technology: - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues
Family and Community Engagement (communication and partnerships)		
	X	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)
X		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.

X		w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X		x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.
		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

Re-opening Operation Plan

ASSURANCES:

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

X *Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.*

Director of Facilities (Aramark) John Pagano will provide leadership and oversight of the acquisition of needed cleaning and disinfecting supplies and equipment. A centralized inventory system is being built and will be available to all stakeholders. The Nursing Staff will be responsible to monitor and request Staff/Student PPE levels and submit inventory requests to their respective principal every second Wednesday of the month. Upon approval the supplies request will be entered into the master inventory file. The Custodial Staff will be responsible to monitor and request all building level Custodial PPE, and cleaning supplies every second Wednesday of the month for submission to the B&M Administrative Department. PPE use rates will be developed into a min./max. ordering system. Whenever possible the inventory replenishment will be procured through public posted Requests for Proposals.

X *Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.*

Director of Facilities (Aramark) John Pagano will provide all needed training and information on cleaning and disinfecting policies, practices and protocols. This training will include all relevant personnel who will be required to clean their respective spaces. The custodial training will take place via zoom. Then we will have "train the trainer" sessions conducted by each Custodian-Lead to his/her team, and any other relevant staff. The Custodial-Lead sessions will take place on August 4, 2020. The building staff training will take place August 11 and 18. We will use Aramark Standard procedures and guidelines. The training sessions will include video and slide presentations. These sessions will cover detailed deep cleaning practices, PPE usage, and overall safety best practices.

X *Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.*

The district will reassign cleaning staff as appropriate as well as pursuing hiring additional staff to provide cleaning and disinfection capacity. Outside vendors will be utilized as

needed to ensure that needs are met. It is assumed daily deep cleaning will add at least 10 additional minutes per classroom of labor per classroom and office space. We have approximately 410 rooms (excludes cafeterias, gyms, shower/locker rooms) that would need to be deep cleaned daily. Additional deep cleaning in the 143 restrooms would add approximately 48 labor hours per day. The daily deep cleaning program would result at a minimum of an additional 116 labor hours per school day.

- **Full in person learning- will likely require an additional 9 Custodians**
  - **1 day/1 night shift Custodian for each of WMS, BH, WHS**
  - **1 night shift Custodian for each Elementary**
- **Partial in person learning- will likely require an additional 6 Custodians**
  - **1 night shift Custodian for each of WMS, BH, WHS**
  - **1 night shift Custodian for each Elementary**
- **Limited in person learning- will require no additional Custodians**

X Establish procedures for entering the school building for teachers, students, visitors, vendors.

Procedures for entering buildings are included in school building plans and will be communicated prior to opening school. They will also be prominently posted at all entrances. In addition, please see [Appendix I](#) for our WPS Facilities Cleaning Plan.

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

All drills will be carried out in accordance with social distancing and mask wearing requirements. Whenever possible 6 foot spacing indicators will be applied either through wall signage or floor markings.

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.) LEA Plans must include budget information for all COVID specific funding.

Please see Appendix J for the high level estimated district budget for FY2021. The document shows revenue and expenses for the General Fund Budget adopted by the School Committee as well as estimated budgets for ESSSER and CRF CARES Funding.

The ESSER and CRF budgets include anticipated expenditures for additional custodial staff, cafeteria/recess/clinic aides and additional hours for bus monitors and bus aides. Also included are anticipated costs for PPE, cleaning and disinfecting supplies and materials, technology hardware and software, and instructional materials.

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.)

Food service needs, mindful distance and infection prevention guidelines are included in all school building plans and will be communicated prior to opening school.

All staff training is planned and provided in response to staff surveys of needs as conducted by Directors of PPS, HR, and Technology.

X Assess student arrival protocol (school bus drop off, parent drop off, etc.).

Procedures for student arrival and entering of buildings are included in school building plans and will be communicated prior to opening school. They will also be explicitly reviewed with students during the opening days of the school year. Whenever possible 6 foot spacing indicators will be applied either through wall signage or floor markings.

X Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).

WPS maintains its own fleet of twenty-four (24) full size buses, four (4) wheelchair-equipped minibuses, five (5) twenty-four passenger minibuses and four (4) Caravans.

Families are being required to register for school bus transportation for SY20-21.

Students for whom transportation is a related service will continue to receive transportation.

X Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.

Director of Transportation Sue Guarino will, in collaboration with union leadership, provide information and training to all transportation staff aligned with RIDE and RIDOH guidance. Please see [Appendix K](#) for bus cleaning procedure.

X Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gaps in technology needs. Calculate expected cost for technology needs.

Director of Technology Michael Sujka has conducted multiple surveys to assess needs of students, staff and families. These continue to inform decision making and planning.

Tech needs are reflected in the district's FY21 operating budget and were also addressed utilizing savings incurred since March using FY20 monies.

X Develop process for inventory of technology.

All tech is inventoried and units distributed to students are catalogued using the Skyward SIS.

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.

Key stakeholders from the groups listed above were identified and invited to participate in the development of this submission. Key stakeholders will also be considered as key target audience members for all communications going forward.

X Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.

Communications will be shared throughout the summer on all matters "reopening" using emails, robocalls and social media. A communications workflow is included in this submission (Communication Strategy in Vision and Guiding Principles section).

X Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

Stakeholders will participate in the development of this reopening plan and the district will continue its practice of issuing surveys and encouraging feedback from stakeholders via interviews, email or other means. Staff, students, and families with concerns can share concerns by emailing reopening-wps@westerly.k12.ri.us directly or they can access the district Reopening Portal to get information.

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.
The administration will be pursuing adding additional custodial and paraprofessional staff in order to provide for enhanced cleaning and disinfection work as well as to support supervision of social distance protocols and to staff any isolation spaces designated for COVID infected students.

Additionally and in anticipation of potential increased need, the district is actively working to grow our substitute teacher pool.

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 attached documents (Appendix A)

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

WPS had already been planning to institute a policy of requiring parents to sign up for transportation in order to ensure that we are scheduling bus runs as efficiently as possible. We are now following through on this in light of COVID, we also encouraging (beginning 7/1) parents to make arrangements to drive

their students to school (including in car pools with neighborhood "stable groups"), and/or allowing students to walk or bicycle to school where this can be safely accomplished.

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).

Multiple surveys and interviews have been conducted, the most recent being;
- **June 18, 2020 Parents 20-21 Opening Anticipations Feedback**

Key takeaways include a majority desire to fully, but safely return to school/work.
We have heard from some parents who do have concerns regarding a full return until such time as a vaccine is in place.

Parents also express concerns regarding the expectations for students and mask wearing with some indicating that they do not want their child returning to school if masks will be required.

To date, we have heard from a small number of staff members voicing hesitancy to return due to fears or high-risk population status.

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Distance Learning Option

In addition to the Schedules/Plans described in the following Appendices, Westerly Public Schools is providing families with a choice option of returning to the school building or continuing with distance learning irrespective of what reopening plan is announced by the State on August 17th.

Families will declare their intentions for SY 20/21 by the EOD, Friday August 7th.

APPENDIX A
Schedules/Plans for each scenario

Schedules with the plan of how to approach all three in-person reopening scenarios followed by school schedules and reopening plans and sample classroom configurations

	Full	Partial	Limited
Preschool	Classroom Size Established stable groups of up to 30 (15 AM/15 PM) 15 Students up to 5 Staff + 1 teacher, 2 para's , + 1 SLP, 1 OT Classroom Layout/Use Spaces Limited access to materials Limited number of students in centers Every other seat at table Spacing at rug as best possible Color coded pathway to classroom, bathrooms, playground, and entry and exit Cubbies-no backpacks, use baskets for masks, hats, and gloves, etc. Mask worn in hallways and for entry/exit **Each Classroom assigned bathroom** Children needing changing table would be done in nurse office at changing station CDC diapering protocols will be implemented and followed after each child. Snack and drink would be available upon request or need Cleaning	Classroom Size Established stable groups of up to 30 (15 AM/15 PM) (transportation dependent) + 1 teacher, 2 para's , + 1 SLP, OT Classroom Layout/Use Spaces Limited access to materials Limited number of students in centers Every other seat at table Spacing at rug as best possible Color coded pathway to classroom, bathrooms, playground, and entry and exit Cubbies-no backpacks, use baskets for masks, hats, and gloves, etc. Mask worn in hallways and for entry/exit **Each Classroom assigned bathroom** Children needing changing table would be done in nurse office at changing station CDC diapering protocols will be implemented and followed after each child. Snack and drink would be	Classroom Size Only vulnerable populations attend No peers Maximum of 7 students per session, per classroom + 1 teacher, 2 para's , + 1 SLP, OT Classroom Layout/Use Spaces Limited access to materials Limited number of students in centers Every other seat at table Spacing at rug as best possible Color coded pathway to classroom, bathrooms, playground, and entry and exit Cubbies-no backpacks, use baskets for masks, hats, and gloves, etc. Mask worn in hallways and for entry/exit **Each Classroom assigned bathroom** Children needing changing table would be done in nurse office at changing station CDC diapering protocols will be implemented and followed after each child. Snack and drink would be available upon request or need Cleaning We follow the Bright Stars, CECE, and CDC cleaning guidelines

We follow the Bright Stars, CECE, and CDC cleaning guidelines

CDC diapering guidelines followed

No plush or cloth materials

Cleaning and sanitation of classroom toys and materials as stated in all guidelines

Face Coverings
All children face covering should be labeled
Face coverings in hallways, bathrooms, drop-off and pick-up
Parents and Staff will wear face coverings during drop-off and pick-up

School Schedules
At each entry sanitation station
Fencing road to door for drop-off/pick-up and possible playground entry
Drop-off /pick-up -buses use the front loop and parent drop off use the side entrance. Location designation for each classroom at both entrances/exits in order to accommodate stable classroom groups.

Children will enter in stable groups while maintaining appropriate distance.

Drop-off /Pick-up
Busing and parent Transportation
Based on CDC recommendations it is encouraged that the same parent or designated person will drop-off and pick-up the | available upon request or need

Cleaning
We follow the Bright Stars, CECE, and CDC cleaning guidelines

CDC diapering guidelines followed

No plush or cloth materials

Cleaning and sanitation of classroom toys and materials as stated in all guidelines

Face Coverings
All children face covering should be labeled
Face coverings in hallways, bathrooms, drop-off and pick-up
Parents and Staff will wear face coverings during drop-off and pick-up

School Schedules
At each entry sanitation station
Fencing road to door for drop-off/pick-up and possible playground entry
Drop-off /pick-up -buses use the front loop and parent drop off use the side entrance. Location designation for each classroom at both entrances/exits in order to accommodate stable classroom groups.

Children will enter in stable groups while maintaining appropriate distance. | CDC diapering guidelines followed

No plush or cloth materials

Cleaning and sanitation of classroom toys and materials as stated in all guidelines

Face Coverings
All children face covering should be labeled
Face coverings in hallways, bathrooms, drop-off and pick-up
Parents and Staff will wear face coverings during drop-off and pick-up

School Schedules
At each entry sanitation station
Fencing road to door for drop-off/pick-up and possible playground entry
Drop-off /pick-up -buses use the front loop and parent drop off use the side entrance. Location designation for each classroom at both entrances/exits in order to accommodate stable classroom groups.

Children will enter in stable groups while maintaining appropriate distance.

Alternating days, IEP children only-No peers
2 days wk in school all Prek MT
3yr old morning
4yr old afternoon
cleaning and disinfecting in between

2 days wk IEP PreK all virtual TR

Drop-off /Pick-up
Busing and parent Transportation |

	child every day. Parent and child are asked to wear face coverings If a child comes without a face covering one will be provided. Students will sanitize prior to building entry and exit. A sanitation station will be provided. Parent drop off and pick up will be at side of building Buses will drop-off and pick-up at the front of the building. Designated stable grouping areas will be established at both entrances/exit locations If a child comes without a face covering, one will be provided. Staff will sanitize prior to building entry and exit. Gross Motor Play areas 4 separate gross motor plays areas will be designated. A schedule will be developed for alternating utilization of each play area so that only one classroom per day will access a particular area. Cleaning and disinfecting between the am and pm group will be conducted. Students and faculty will wear face coverings while transitioning from classroom to gross motor play area. While in the play area, student masks will be placed in labeled ziplock bags for storage.	Alternating days (MW/TR) Lower classroom numbers 7 children MW/ 8 children TR Separate morning 3yr old group from afternoon 4 yr old group with cleaning and disinfecting in between Drop-off /Pick-up Busing and parent Transportation Based on CDC recommendations it is encouraged that the same parent or designated person will drop-off and pick-up the child every day. Parent and child are asked to wear face coverings If a child comes without a face covering one will be provided. Staff will sanitize prior to building entry and exit. A sanitation station will be provided. Parent drop off and pick up will be at side of building Buses will drop-off and pick-up at the front of the building. Designated stable grouping areas will be established at both entrances/exit locations If a child comes without a face covering, one will be provided. Staff will sanitize prior to building entry and exit.	Based on CDC recommendations it is encouraged that the same parent or designated person will drop-off and pick-up the child every day. Parent and child are asked to wear face coverings If a child comes without a face covering one will be provided. Students will sanitize prior to building entry and exit. A sanitation station will be provided. Parent drop off and pick up will be at side of building Buses will drop-off and pick-up at the front of the building. Designated stable grouping areas will be established at both entrances/exit locations If a child comes without a face covering, one will be provided. Staff will sanitize prior to building entry and exit. Gross Motor Play areas 4 separate gross motor plays areas will be designated. A schedule will be developed for alternating utilization of each play area so that only one classroom per day will access a particular area. Cleaning and disinfecting between the am and pm group will be conducted. Students and faculty will wear face coverings while transitioning from classroom to gross motor play area. While in the play area, student masks will be placed in labeled ziplock bags for storage.

		Gross Motor Play areas 4 separate gross motor plays areas will be designated. A schedule will be developed for alternating utilization of each play area so that only one classroom per day will access a particular area. Cleaning and disinfecting between the am and pm group will be conducted. Students and faculty will wear face coverings while transitioning from classroom to gross motor play area. While in the play area, student masks will be placed in labeled ziplock bags for storage.	
	Full	**Partial**	**Limited**
Elementary (State Street, Dunn's Corners, Springbrook)	Established stable groups of up to 30 Established entry and exit doors Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. Student work spaces are separated as much as possible. Teachers are encouraged to hold activities outdoors as much as possible. Students have assigned seats. Students will be facing forward, and not each other. Students are assigned to use designated bathrooms Dining and Cafeteria: Students remain with their	A) Established stable groups of up to 30 (transportation dependent) B) Kindergarten and vulnerable populations Established entry and exit doors Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. Staggered attendance to decrease busing (resulting in smaller stable groups) Student work spaces are separated as much as possible. Teachers are encouraged to hold	Only vulnerable populations attend Established entry and exit doors Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. Student work spaces are separated as much as possible. Teachers are encouraged to hold activities outdoors as much as possible. Students have assigned seats. Students will be facing forward, and not each other. Students are assigned to use designated bathrooms Dining and Cafeteria: Students remain with their stable pod and

	stable pod and eat in their assigned classrooms/seats.	activities outdoors as much as possible. Students have assigned seats. Students will be facing forward, and not each other. Students are assigned to use designated bathrooms Dining and Cafeteria: Students remain with their stable pod and eat in their assigned classrooms/seats.	eat in their assigned classrooms/seats.
	Full	**Partial**	**Limited**
Westerly Middle School	Established stable groups of up to 30. Established entry and exit doors. Visual markers will designate flow of foot traffic upon exit and entry. Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. Lockers will not be used. Student work spaces are separated as much as possible. Teachers are encouraged to hold activities outdoors as much as possible. Students have assigned seats. Students will be facing forward, and not each other to the best extent possible. Students are assigned to use designated bathrooms Dining and Cafeteria: Students remain with their stable pod and eat in their assigned classrooms/seats.	Established stable groups of up to 30. Established entry and exit doors. Visual markers will designate flow of foot traffic upon exit and entry. Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. Lockers will not be used. Staggered attendance to decrease busing (resulting in smaller stable groups) Student work spaces are separated as much as possible. Teachers are encouraged to hold activities outdoors as much as possible. Students have assigned seats. Students will be facing forward, and not each other. Students are assigned to	Only vulnerable populations attend. Established entry and exit doors. Visual markers will designate flow of foot traffic upon exit and entry. Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. Lockers will not be used. Student work spaces are separated as much as possible. Teachers are encouraged to hold activities outdoors as much as possible. Students have assigned seats. Students will be facing forward, and not each other. Students are assigned to use designated bathrooms Dining and Cafeteria: Students remain with their stable pod and eat in their assigned classrooms/seats.

	Full	Partial	Limited
		use designated bathrooms Dining and Cafeteria: Students remain with their stable pod and eat in their assigned classrooms/seats.	
Westerly High School	**Full**	**Partial**	**Limited**
Westerly High School	High school students must maintain six feet of physical distance and require the wearing of face coverings if maintaining six feet of distance is not possible. Since WHS is a two building campus, students will enter and exit the two WHS buildings using the designated in/out or up/down stairwells. Students will travel hallways following floor markings. Students will not have access to lockers. Dining and Cafeteria: Students eat in their assigned classrooms. Students will use designated bathrooms according to their classroom.	Students will be assigned to a Blue or White Day based upon the first letter of their last name. Students with the last names beginning with A through K attend on Blue scheduled days. Students with last names beginning with L through Z attend on White Days. High school students must maintain six feet of physical distance and require the wearing of face masks if maintaining six feet of distance is not possible. Since WHS is a two building campus, students will enter and exit the two WHS buildings using the designated in/out or up/down stairwells. Students will travel hallways following floor markings. Students will not have access to lockers. Dining and Cafeteria: Students eat in their assigned classrooms.	Only vulnerable populations attend Established entry and exit doors Designation of up/down stairwells Limited access to travel in hallways- staff travels to classrooms to minimize hallway traffic. High school students must maintain six feet of physical distance and require the wearing of face masks if maintaining six feet of distance is not possible. Since WHS is a two building campus, students will enter and exit the two WHS buildings using the designated in/out or up/down stairwells. Students will travel hallways following floor markings. Students will not have access to lockers. Dining and Cafeteria: Students eat in their assigned classrooms. Students will use designated bathrooms according to their classroom.

		Students will use designated bathrooms according to their classroom.	
	Full	**Partial**	**Limited**
Before and After School Programming	Athletics for WHS -- Will follow RIIL guidance Athletics for WMS- Will follow PCOA guidance Elementary- no before/after school programming	None	None

Appendix A (continued)

WHS Schedule
WMS Schedule
DCS Schedule
SES Schedule
SSS Schedule

Sample Classroom Configurations
WHS
WMS
Elementary

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WPS Reopening Plan 7.16.2020

APPENDIX C

Academic Screening & Assessment District Inventory

[Academic Screening & Assessment District Inventory as of 7.13.20](#)

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APPENDIX D
Distance Learning Schedules

- **Preschool Distance Learning Schedule**
- Elementary Schools Distance Learning Schedule
- Middle School Distance Learning Schedule
- High School Distance Learning Schedule

- ○ **Report Cards Guide Distance Learning** - Elementary
- ○ **WMS Guidance Distance Learning** - Report cards

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Social Emotional/Mental Health Resources

- **Risk Assessment- Columbia Suicide Severity Rating Scale**
- **Other assessment tools - K-12 SEL Rubric (RI SEL Standards)**

CASEL TOOL: Personal Assessment & Reflection-SEL Competencies for Leaders, Staff & Adults
SEL: A Playlist for Kids & Resources for Families
Community Resource List for Families
RIDE: Mental Health Resources in Response to COVID-19

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APPENDIX G

WPS Communication Plan

- [**WPS Communication Plan**](#)

APPENDIX H

SEL Scope and Sequences

- [**Middle School Scope and Sequence**](#)
- [**Early Learning Scope and Sequence, Second Step K-5 Scope and Sequence**](#)

Appendix I

WPS Facilities Cleaning Plan

- **WPS Facilities Cleaning Plan**

Appendix J

WPS Summary Budget

- **WPS Summary Budget**

Appendix K

WPS Bus Cleaning

- **WPS Bus Cleaning**