

South Kingstown  
| 307 Curtis Corner

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School Department  
Road | Wakefield, RI

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## REOPENING RI LEA TEMPLATE

South Kingstown School Department **Version 3**

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The SKSD Reentry Plan has been mapped to the Reopening RI  
LEA Template below.

Version 1 July 17, 2020, Version 2 July 31, 2020, **Version 3 August 27, 2021**

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### CONTENTS

[Health & Safety](#)

[Instructional](#)

[Social Emotional & Mental Health](#)

[Operations](#)

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## Message from the Superintendent

[Link to message from the Superintendent](#)

## Vision and Guiding Principles for Back-to-School Operations:

In South Kingstown, our Vision and Guiding Principles incorporate our Core Values related to Re-entry planning include:

- Universally screen all students and align resources to need;
- Ensure all students have access to high-quality instruction as well as personalized support from adults, through extended learning, partnerships for before and after school, and summer learning opportunities that are undergirded by high-quality materials and resources;
- Energize our school communities—students and educators—by launching a statewide back-to-school campaign, with particular attention to students who are chronically absent and overaged-under credited;
- Improve and support student transitions across grades and systems;
- Close the digital divide.

Our hope for the fall is that as all students access in-person instruction we will be able to re-engage them in learning. We will engage in building relationships, actively monitor student progress, and provide immediate feedback through the MTSS framework when students are not responsive to instruction. We will carefully monitor our students who are often marginalized through individual student plans. We will continuously work to gather feedback from different stakeholders to better understand what our school community needs as we welcome students back into our buildings this fall. We recognize that our plan will change and evolve as we move through the year and work through expected and unexpected challenges. To support the need to be flexible with our planning, we will solicit feedback from stakeholder groups and review our plan at least every 6 months, with the first revision planned for February 2022, unless it is determined that we need to do this work sooner.

## Strengths and Challenges from the 2020-2021 School Year

Feedback from stakeholders indicate that some of the identified areas that worked were: in-person learning offered to all students, every day, virtual options for students unable to attend school, accessing outdoor learning spaces, mitigation strategies such as social distancing and masking, staggered arrival and dismissal procedures and consistent instruction when in school or quarantining. Areas identified as challenges are: restrictions with mixing pods and access to in-person teachers within the school setting, lack of engagement for some virtual students, lack of extra-curricular opportunities, changes to scheduling with regard to length of day and length of class periods. The number one hope reported by those responding to this survey was to have students be in school every day and experience as normal a year as possible with as few restrictions as are safely possible.

## Critical Components of the Back-to-School Plan (included in tables below)

### Health and Safety Plan

#### ASSURANCES:

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

X	Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
X	Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X	Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance
X	Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances
X	Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors
X	Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals
X	In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance
X	Refer to <a href="#">CDC guidance</a> for the use and care of masks
X	Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged
X	Post <a href="#">Symptom Signage</a> at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method)
X	Utilize CDC guidance for <a href="#">cleaning, disinfection</a> , and <a href="#">hand hygiene</a>
X	Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> and communicate it to staff, students, and families
X	Align your plan for managing staff and students if or when a someone in the building tests positive for COVID-19 with the CDC's <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart
X	Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies
X	Post signs or posters describing the district's rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home
X	Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you

	will communicate this information to the other community members while respecting health privacy laws
X	Communicate information to staff, students, and families in their preferred language or easiest mode of communication
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns

**EVIDENCE:**

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

k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at <https://forms.office.com/g/ESjpgYymqb> by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.

<b>What is the plan for testing?</b> <ul style="list-style-type: none"> <li>- We will focus on symptomatic BinaxNOW testing and asymptomatic PCR testing for athletes, band members, stable pods or cohorts of students and specific events in accordance with RIDOH recommendations for testing in specific transmission rates.</li> </ul>
<b>Schools participating in our district testing?</b> <ul style="list-style-type: none"> <li>- All schools will participate in testing plan</li> </ul>
<b>Who will be tested?</b> <ul style="list-style-type: none"> <li>- Symptomatic testing for students who have parental consent, staff with consent and asymptomatic students and staff in certain cohorts, athletics and specific events. This applies to vaccinated and unvaccinated populations.</li> </ul>
<b>Who will administer the test?</b> <ul style="list-style-type: none"> <li>- Covid Coordinator RN</li> <li>- District employed nurses</li> <li>- Other trained designees</li> <li>- Self swabbing for 12 years and older age group may be supervised by trained personnel</li> </ul>
<b>How will parents consent?</b> <ul style="list-style-type: none"> <li>- An electronic consent form housed within the student information system will be used for parents/ guardians to give consent for both symptomatic and asymptomatic testing.</li> </ul>

n. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE by providing contact information.

Full Name	Email Address:
Sharon Pyne	spyne@sksd-ri.net
	Cell Phone Number:
	401-782-7814

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

<https://skschools.net/>

- **Mitigation Strategies were submitted August 13, 2021. Feedback was given on August 26, 2021 and the Mitigation Survey was resubmitted August 27, 2021 at 10:30 am.**
- **Mitigation Strategies and Health Office Triage Protocols:**
  - SKSD Health Office Covid-19 Triage - limit exposure
    - All student visits to the Health Office will be triaged by/through the school nurse.
    - Teachers /staff will be asked to call or radio into the Health Office with the request for a visit.
    - The school nurse will prioritize the need for a visit and direct the student to come down or offer advice and wait- especially for students who are known avoiders.
    - Students needing to use the bathroom or needing feminine hygiene products should not come down. Secondary schools should have a supply of feminine hygiene products in the bathroom..
    - Upon arrival, the student will be directed to the “well “or “sick” zone area identified in the health office if possible. “Well “visit could be any visit without Covid-19 symptoms, which is on one side of the room.
    - “Sick” visit could be a student with drainage from eyes, vomiting, which is on the other side of the room at a minimum.
    - The student can travel to the health office independently wearing a face mask unless staff requests immediate nurse presence.
    - An isolation room or area within a room will be designated in close proximity to the health office in every school. The room should contain a window if possible.
    - If assessment indicates symptoms of Covid-19, the nurse will need to don full PPE and escort the student to the isolation room with emergency contact numbers in hand. Parent will be called and asked to pick up the student as soon as possible within the hour. Arrange alternate supervision, other than the school nurse, to be determined by the principal, for the student until pickup by parent. PPE must be worn while supervising the student. School nurse needs to be available for emergencies and to service all other students and staff.
    - All classrooms should have band aids near the sink. Students with small scrapes, paper cuts, picked scabs, etc. can be directed or assisted in the classroom to wash, clean and cover with a band aid. They do not need to travel to the health office.
    - Respiratory Treatments - No nebulized treatments will be administered in schools. If the student requires nebs, they should be administered at home.
    - Metered dose inhaler use is recommended and a spacer or chamber must accompany.
      - Pediatricians and Parents will need a heads up on this prior to school start.
    - Students needing eyeglass repair or soiled clothes - the teacher should call the nurse.
    - Personal Protective Equipment (PPE)- All health offices will be equipped with adequate supplies of surgical masks, N95 masks for nurses, gloves, face shields/ goggles/eye protection and gowns as available. The use of lab coats may be necessary if the lack of supplies of gowns continues.
    - Appropriate PPE must be utilized in conjunction with standard precautions and proper hand hygiene per NASN and CDC guidelines.
    - Clean masks/face shields and N-95 masks (Respirators) will be stored separately in a brown bag for reuse. Hang used respirators, between uses, in a designated storage area or keep them in a clean, breathable container such as a paper bag.
    - Contaminated PPE will be disposed of appropriately.
    - The school nurses will monitor their school for illness and disease trends.
    - School nurses will report to the District Nurse Coordinator, principal and RIDOH of any trends or if 10% of the student population is absent.

ASSURANCES:

a	<p><b>Plan and execute promotion of COVID -19 vaccination to school community, including teachers, staff, household members and eligible students</b></p> <ul style="list-style-type: none"> <li>- Collaborate with South Kingstown EMS and host community vaccination clinics on multiple days throughout the school year.</li> </ul>
b	<p><b>Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming</b></p> <ul style="list-style-type: none"> <li>- This is ongoing work with School Committee policy subcommittee</li> <li>- Building administrators will continue to establish and implement spacing and movement protocols based on guidance recommendations.</li> </ul>
c	<p><b>Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.</b></p> <ul style="list-style-type: none"> <li>- Stable groups (Pods) help to reduce the risk of virus spread. <ul style="list-style-type: none"> <li>- Staff are able to travel between pods using multiple layers of mitigation.</li> <li>- At this time, there is no cap to a stable pod.</li> <li>- Placing students in pods is strongly encouraged for grades PK–6, and encouraged where feasible for grades 7–12.</li> <li>- Each pod (group of students) must be 3-6 feet apart from other pods if in the cafeteria, gym, multipurpose spaces and outdoors.</li> <li>- Recognizing that it is more difficult to establish and maintain stable groups at the secondary level: <ul style="list-style-type: none"> <li>- We recognize that stable groups are recommended and will be maintained whenever possible</li> <li>- Where stable groups are not possible, secondary students will maintain 0-3 feet of physical distance and are required to wear face masks when guidance and/or policy require it.</li> </ul> </li> </ul> </li> </ul>
d	<p><b>Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.</b></p> <ul style="list-style-type: none"> <li>- Areas where physical distancing of at least 3 feet may not be possible include: <ul style="list-style-type: none"> <li>- Cafeterias</li> <li>- Gymnasiums when used for arrival/dismissal</li> </ul> </li> <li>- Layered Mitigation for the above areas <ul style="list-style-type: none"> <li>- All students and staff will be masked per SKSD Masking policy</li> <li>- Hand Sanitizer available</li> <li>- Air purifiers in all areas</li> <li>- Windows open when possible</li> <li>- HVAC with MERV 13 at Matunuck</li> </ul> </li> </ul>
e	<p><b>Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.</b></p> <ul style="list-style-type: none"> <li>- All schools will use signage provided by RIDOH and/or CDC</li> <li>- All classrooms will maintain seating charts and will be provided to main office via Skyward</li> </ul>
f	<p><b>Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.</b></p> <ul style="list-style-type: none"> <li>- Signage at entry points for all students, staff and visitors, newsletters to parents, staff are reminded in faculty meetings and emails, family meetings through PTO.</li> <li>- In order to reduce exposure, all schools should have limited visitors.</li> <li>- A 30-day log of all visitors is required, and it must document the date, contact phone number, arrival/departure times and self screen.</li> <li>- All visitors must wear face coverings when inside a school building.</li> <li>- Masks will be available should a visitor arrive without one</li> <li>- Visitors must enter and exit the school building via only the main office.</li> </ul>

	<ul style="list-style-type: none"> <li>- Parent meetings will be in-person with the option of video conference to accommodate families</li> </ul>
g	<p><b>In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.</b></p> <ul style="list-style-type: none"> <li>- In the case of exceptions, schools will collect the required medical documentation for accommodations.</li> </ul>
h	<p><b>Refer to <a href="#">CDC guidance</a> for the use and care of masks.</b></p> <ul style="list-style-type: none"> <li>- Masks will be worn to properly cover the nose and mouth. Protocols will be established by building principals when removed for meals or mask breaks</li> </ul>
i	<p><b>Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.</b></p> <ul style="list-style-type: none"> <li>- “Stay home when sick” and home screening for COVID symptoms communications will be disseminated to staff and families via district through websites, newsletters, emails, phone calls and family meetings</li> </ul>
j	<p><b>Post <a href="#">Symptom Signage</a> at the entrance(s) of school and district buildings. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.</b></p> <ul style="list-style-type: none"> <li>- Signage will be posted at all buildings throughout the district.</li> </ul>
k	<p><b><a href="#">See evidence above</a></b></p>
l	<p><b>Utilize CDC guidance for <a href="#">cleaning, disinfection</a>, and <a href="#">hand hygiene</a>.</b></p> <ul style="list-style-type: none"> <li>- We will follow all CDC guidance for cleaning, disinfection, and hand hygiene as recommended by CDC and RIDOH.</li> </ul>
m	<p><b>Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> and communicate it to staff, students, and families.</b></p> <ul style="list-style-type: none"> <li>- Staff members and students are required to wear face masks per <a href="#">SKSD Masking Policy</a> and <a href="#">Executive order</a></li> </ul>
n	<p><b><a href="#">See evidence above</a></b></p>
o	<p><b>Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC’s <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart.</b></p> <ul style="list-style-type: none"> <li>- Isolate, Separate, Clean <ul style="list-style-type: none"> <li>- <b><u>Isolate and Transport Those Who are Sick:</u></b> <ul style="list-style-type: none"> <li>- School administrators and nurses will identify an isolation room</li> <li>- A room with a window is preferred to allow for exchange of air.</li> <li>- School nurses and other caretakers should use Standard and Transmission-Based Precautions when caring for sick people</li> <li>- Perform complete assessment including temperature check and use the COVID-19 screening tool for students or staff reporting COVID-19 symptoms.</li> </ul> </li> <li>- <b><u>Separate immediately separate staff and/or children</u></b> with a single COVID-19 symptoms (such as fever (100.0 or higher), cough, or shortness of breath, nausea, vomiting, diarrhea, sore throat, headache, myalgia) at school.</li> <li>- Individuals who are showing at least one symptom should be given a rapid response test if we have consent of parent/ guardian, should go home and require a negative PCR result to return to school.</li> <li>- <b><u>Clean and Disinfect:</u></b></li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.</li> <li>- Ensure safe and correct use and storage of cleaning and disinfection products', including storing products securely away from children.</li> </ul>
p	<b>See evidence above</b>
q	<p><b>Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.</b></p> <ul style="list-style-type: none"> <li>- All staff should self-assess each day using the sample Covid-19 screening questions <a href="#">HERE</a>.</li> <li>- All families will complete a quarterly attestation form in the Student Information System noting that they are using the Covid-19 screening questions with their child(ren) each day.</li> <li>- Communication to staff and families via district websites, newsletters, emails, phone calls and family meetings</li> </ul>
r	<p><b>Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.</b></p> <ul style="list-style-type: none"> <li>- Signage will be posted at all buildings throughout the district.</li> </ul>
s	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Parents and staff should notify the school nurse or principal of a positive test for COVID 19 with or without symptoms.</li> <li>- Determine the need for communication to families with a notice "Your child has been exposed to a student with Covid-19" with respect to privacy laws, with guidance from RIDOH in conjunction with the principal and superintendent.</li> <li>- School nurse teacher will report to the RIDOH for guidance and contact tracing.</li> <li>- Obtain student schedules, note classrooms.hallways,bathroom and common areas for contact tracing and cleaning purposes.</li> <li>- Principal will notify the superintendent.</li> <li>- Person who has tested positive will need to self-isolate for 10 days and until fever free for 24 hours without fever-reducing medication <u>and</u> improved symptoms of COVID 19 (shortness of breath has improved). <a href="#">HERE</a> <a href="#">When You Can be Around Others After You Had or Likely Had COVID-19</a></li> <li>- Notify those unvaccinated students and staff who came in contact with an infected person. They will need to quarantine 7 days with a negative PCR test on day 5 or later or 10 days without a PCR test after the exposure, AND continue to monitor for symptoms. <a href="#">COVID-19: Department of Health</a></li> <li>- Communicate and reinforce education on the signs and symptoms of COVID 19, social distancing quarantine, isolation, wearing masks and handwashing.</li> </ul>
t	<p><b>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</b></p> <ul style="list-style-type: none"> <li>- Communication will be sent using School Messenger which automatically provides for translation for families identified as non English speakers, to their native language.</li> </ul>
u	<p><b>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</b></p> <ul style="list-style-type: none"> <li>- The district will continue to elicit feedback from staff and families regarding concerns and questions.</li> </ul>

## Instructional Plan

ASSURANCES:



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

X	Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement
X	Develop a system to continually monitor learning progress and loss
X	Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22
X	Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning
X	Develop a plan to revisit students’ Individualized Education Plans in partnership with teachers and parents to reflect evolving needs
X	Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness
X	<i>Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i>
X	Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines
X	Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents

#### EVIDENCE:

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

*a. Develop a plan for assessing students’ learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for **all** students. This plan must include an assessment of learning for multilingual learners and differently-abled students.*

<ul style="list-style-type: none"> <li>- SKSD will utilize PLCs to implement a comprehensive MTSS process. <ul style="list-style-type: none"> <li>- Universal screeners in reading, math and social emotional learning will be administered via the Fastbridge platform</li> <li>- DRA3 will be administered to determine each student's independent and instructional level and progress monitored.</li> <li>- PLP/PMP will be developed and monitored by educators using evidence based interventions.</li> </ul> </li> </ul>
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- MLL will continue to receive service hours per their level of proficiency with ongoing progress monitoring and captured in a personal literacy plan.
- For students with IEPs, The district is working closely with families of students with disabilities to ensure IEP or 504 plans address students' needs. Special education staff will continue to partner with families to ensure each students' needs are appropriately addressed.
  - We will:
    - Continue to follow federal and state regulations by providing instruction in the least restrictive environment
    - Provide special education and related services in the general education setting through co-teaching and push-in services unless services are identified as being a pull out service in the IEP
    - Hold special education meetings will be in person but parents can attend virtually if that is their preference
    - Use data from universal screeners and progress monitoring data to inform IEP goals and objectives
    - Continue to revise data monitoring tools to ensure accurate and targeted data is being collected.
    - Continue to provide intervention through the MTSS framework to close gaps
    - Continue to communicate with families to discuss student progress and any potential need to meet to revise an IEP based on that progress

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

- Master school schedules have been created to offer teachers grade level planning time where student data will be analyzed and personalized supports will be planned. Tiered support to be provided may include small group instruction, additional time and support with reading or math intervention.
- Teachers will use differentiated instruction and UDL strategies to meet the needs of all students.
- Students with specific plans to include 504, IEP, PLP, PMP or PBP will receive instruction aligned to the goals in their respective plans. Progress monitoring will be ongoing and data will be analyzed in PLCs.

*g. Develop a process for identifying students potentially in need of additional support (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.*

- District MLL Specialists and MLL certified teachers support K-12 students daily.
- Progress monitoring will continue to occur for students serviced through IEPs in accordance with state and federal regulations. These students will continue to receive tier 2 and tier 3 interventions through classroom teachers and interventionists to ensure they are included in the MTSS framework.
- Data meetings at all grade levels to include all pertinent team members including special educators as appropriate.
- Review student academics and sel performance data on power standards regularly.
- Utilize results from SEL screener to identify students who require tier 2 intervention from the classroom teacher.
  - Support teachers with tier 2, classroom based interventions.

- When/ if Tier 2 classroom based intervention does not show progress, students will be brought forward on data review day to refer to Tier 3 intervention through a mental health provider or interventionist.
  - o Link to BRIDGERI web site <https://mtssri.org/>

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

SKSD administered Feedback/Reopening Survey to MS/HS students, all staff and families.  
[Linked here](#) is the compilation of the data results.

#### ASSURANCES:

a	<b>See evidence above</b>
b	<b>See evidence above</b>
c	<b>Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine</b> <ul style="list-style-type: none"> <li>• Students in grades K-2 will have access to the SeeSaw platform where assignments will be posted</li> <li>• Students in grades 3-12 will utilize their google classrooms and google drives to access all assignments</li> </ul>
d	<b>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement</b> <ul style="list-style-type: none"> <li>• SKSD will utilize PLCs to implement a comprehensive MTSS process.</li> </ul>
e	<b>Develop a system to continually monitor learning progress and loss</b> <ul style="list-style-type: none"> <li>- SKSD will utilize PLCs to implement a comprehensive MTSS process.               <ul style="list-style-type: none"> <li>- Universal screeners in reading, math and social emotional learning will be administered via the Fastbridge platform</li> <li>- DRA3 will be administered to determine each student's independent and instructional level and progress monitored.</li> <li>- PLP/PMP will be developed and monitored by educators using evidence based interventions.</li> </ul> </li> <li>- Progress monitoring will continue to occur for students serviced through IEPs in accordance with state and federal regulations. These students will continue to receive tier 2 and tier 3 interventions through classroom teachers and interventionists to ensure they are included in the MTSS framework.</li> <li>- Data meetings at all grade levels to include all pertinent team members including special educators as appropriate.</li> <li>- Review student academics and sel performance data on power standards regularly.</li> <li>- Utilize results from SEL screener to identify students who require tier 2 intervention from the classroom teacher.               <ul style="list-style-type: none"> <li>o Support teachers with tier 2, classroom based interventions.</li> <li>o <a href="https://mtssri.org/">https://mtssri.org/</a></li> </ul> </li> <li>- When/ if Tier 2 classroom based intervention does not show progress, students will be brought forward on data review day to refer to Tier 3 intervention through a mental health provider or interventionist.</li> </ul>

f	<b>Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22</b> <ul style="list-style-type: none"> <li>- No changes at this time</li> </ul>
g	<b>See evidence above</b>
h	<b>Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning</b> <ul style="list-style-type: none"> <li>- Building level MTSS teams will continue to audit interventions available and interventions needed as student student needs are identified.</li> </ul>
i	<b>Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs</b> <ul style="list-style-type: none"> <li>- We will continue to follow all federal and state regulations which require teams to work together with teachers and parents to meet student needs outlined in IEPs.</li> </ul>
j	<b>Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members</b> <ul style="list-style-type: none"> <li>- Professional development framework created to address the needs for district around social emotional and curriculum based training</li> </ul>
k	<b>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness</b> <ul style="list-style-type: none"> <li>- A comprehensive professional development plan has been developed focusing on structured literacy and the science of reading. Curriculum development is ongoing and cyclical.</li> </ul>
l	<b><i>Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i></b> <ul style="list-style-type: none"> <li>- Administrators/deans will utilize restorative practices in efforts to keep students in school and minimize any out of school suspensions <ul style="list-style-type: none"> <li>- Continuing to build capacity in Safety Care training.</li> <li>- Provide PD options on PD days for teachers to pick areas of need from these categories.</li> <li>- Utilize mental health staff to provide trauma based instruction PD.</li> <li>- When SEL training is offered during PD days, ensure that culturally responsive education is addressed for virtual learning.</li> </ul> </li> </ul>
m	<b>See evidence above</b>
n	<b>Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines</b> <ul style="list-style-type: none"> <li>- School administrators will send weekly communication:</li> <li>- District will send weekly communication.</li> <li>- Teachers and school counselors will collaborate to update families on student progress and academic needs. <a href="#">Proposed communication plan</a></li> <li>- If a major outbreak or major changes to educational plans arise, the building admin will communicate this information to families by the end of the day.</li> <li>- Regular updates will be made to the district website on re-entry planning.</li> </ul>
o	<b>Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents</b> <ul style="list-style-type: none"> <li>- We will begin the school year with building relationships between teachers and students.</li> <li>- Teachers will contact families in the beginning of the year to open the lines of communication and ensure support of students throughout the year.</li> <li>- Emphasis will be placed on building classroom community and student to student relationships.</li> </ul>

## Social-Emotional and Mental Health Support Plan

### ASSURANCES:

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

X	Establish or maintain a support team focused on student and staff mental health and wellness
X	Assess mental health resources - develop a plan to access additional, external supports to address staff and students’ mental health and wellbeing
X	Screen or evaluate students for mental health needs
X	Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns
X	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns
X	Provide resources for staff self-care, including resiliency strategies and RIDE’s menu of mental health resources

### EVIDENCE:

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

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

Charity Shea, Director of Pupil Personnel Services

### ASSURANCES:

a	<b>Establish or maintain a support team focused on student and staff mental health and wellness</b> <ul style="list-style-type: none"> <li>- The district has a crisis response team related to student and staff mental health and wellness with representatives from all levels. This team will meet on an as needed basis to identify areas of need and develop action plans to support staff, families and students.</li> </ul>
c	<b>Assess mental health resources - develop a plan to access additional, external supports to address staff and students’ mental health and wellbeing</b> <ul style="list-style-type: none"> <li>- District mental health staff will work to gather resources for any staff or students who may need a referral for support outside the school setting.</li> </ul>
d	<b>Screen or evaluate students for mental health needs</b> <ul style="list-style-type: none"> <li>- Students will complete MySaebrs and staff will complete Saebrs to assess mental well being and intervene accordingly.</li> </ul>
e	<b>Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns</b> <ul style="list-style-type: none"> <li>- Students will complete MySaebrs and staff will complete Saebrs to assess mental well being and intervene accordingly.</li> </ul>

f	<b>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns</b> <ul style="list-style-type: none"> <li>- <a href="#">A self-assessment tool</a> will be shared with staff to use with suggestions of follow up suggestions based on results of self-assessment.</li> <li>- Staff will be encouraged to reach out to their principal who will facilitate support through a district mental health provider when concerns are shared.</li> </ul>
g	<b>Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources</b> <ul style="list-style-type: none"> <li>- District mental health staff will be available to support staff with mental health needs.</li> </ul>

## Re-opening Operation Plan

### ASSURANCES:

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

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff
X	Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies)
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)
X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.

X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
X	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X	Survey families to determine technology needs.
X	Develop and revise process for inventory of technology.
X	Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.

#### EVIDENCE:

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

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

We will seek public input via electronic survey every 6 months, meet as a leadership team to review all feedback data, updated guidance and policies and revise plan as needed.

#### ASSURANCES:

a	<b>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.</b> <ul style="list-style-type: none"> <li>- The Director of Facilities and team have audited and ordered necessary cleaning supplies.</li> </ul>
b	<b>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies</b> <ul style="list-style-type: none"> <li>- The Director of Facilities will continue to work with all school based staff to ensure compliance with all policies and recommendations made by RIDOH and CDC guidance.</li> </ul>
c	<b>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff</b> <ul style="list-style-type: none"> <li>- Additional custodial staff needed have been included in the ESSER grant application to ensure SKSD meets the cleaning requirements.</li> </ul>



d	<p><b>Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies)</b></p> <ul style="list-style-type: none"> <li>- <b>Entry into Buildings:</b> <ul style="list-style-type: none"> <li>- All students PK-12 and staff are required to enter and exit the building with a face mask that completely covers the nose and mouth. Masks must be worn while in the hallways. Schools will provide masks if personal masks are not available and masks should be labeled with the student's name.</li> <li>- Handwashing or hand sanitizer will be used upon arrival.</li> </ul> </li> <li>- <b>Visitor and Late Arrivals:</b> <ul style="list-style-type: none"> <li>- Visitors must enter and exit the school building via only the main office.</li> <li>- Building requests from outside groups will not be approved at this time.</li> <li>- Maintenance (other outside workers) must use the front door or the maintenance office will call the school to let us know they are coming to the building for contract tracing protocol.</li> <li>- Outside vendors (ie. Chartwells, Bus Transportation, Copy repair, HVAC workers, etc) are required to use the front door.</li> </ul> </li> <li>- <b>Late Arrivals</b> <ul style="list-style-type: none"> <li>- Elementary families should call the main office from the car so an adult at the building can escort the student into the building.</li> <li>- The "Late Arrival" documentation will be filled out by the main office</li> </ul> </li> <li>- <b>Via Bus, Carpool &amp; Parent Drop Off:</b> <ul style="list-style-type: none"> <li>- Social distancing must be maintained in all settings.</li> <li>- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation. Parents/guardians dropping off students are required to wear face masks.</li> <li>- It is recommended that the same adult drop off and pick up the child each day.</li> <li>- Students will enter the building using identified entrance doors and follow building specific signage and traffic flow.</li> </ul> </li> </ul>
e	<p><b>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.)</b></p> <ul style="list-style-type: none"> <li>- SKSD engages in a zero based budgeting process that is comprehensive and collaborative. The work is ongoing and cyclical and as funding streams become available, strategies are utilized to adhere to all guidelines</li> </ul>
f	<p><b>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.)</b></p> <ul style="list-style-type: none"> <li>- Grab and go breakfasts and lunches will be provided at all schools.</li> <li>- Ongoing meetings with Chartwells leadership are utilized to revisit and revise plans</li> <li>- Chartwells staff take the lead on location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training.</li> </ul>
g	<p><b>Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.</b></p> <ul style="list-style-type: none"> <li>- Building based substitute teachers, day to day substitute teachers, strategically scheduling custodial staff have been discussed and planned for in the event of workforce shortages.</li> </ul>
h	<p><b>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</b></p> <ul style="list-style-type: none"> <li>- <b>Carpool &amp; Parent Drop Off:</b> <ul style="list-style-type: none"> <li>- Social distancing must be maintained in all settings.</li> <li>- Parents/guardians dropping off students are required to wear face masks.</li> <li>- It is recommended that the same adult drop off and pick up the child each day.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Students will enter the building using identified entrance doors and follow building specific signage and traffic flow.</li> </ul>
i	<p><b>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</b></p> <ul style="list-style-type: none"> <li>- <b>Via Bus</b> <ul style="list-style-type: none"> <li>- Social distancing must be maintained in all settings.</li> <li>- Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.</li> <li>- Students will enter the building using identified entrance doors and follow building specific signage and traffic flow.</li> </ul> </li> </ul>
j	<p><b>Designate a lead technology point of contact.</b></p> <ul style="list-style-type: none"> <li>- Director of Technology, Doug Snow, will serve as the point of contact.</li> </ul>
k	<p><b>Develop a return to school technology plan.</b></p> <ul style="list-style-type: none"> <li>- Director of Technology has development a return to school technology plan inclusive of procurement additional devices to support one to one; procurement of educational software to ensure access to learning should a student become sick or need to quarantine; technology pick up plan for families; sksd help support ticket system for students, families and staff.</li> </ul>
l	<p><b>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.</b></p> <ul style="list-style-type: none"> <li>- The Director of Technology will work with the Help Desk clerk to ensure that any identified areas of technology need are being addressed in a timely manner.</li> </ul>
m	<p><b>Survey families to determine technology needs.</b></p> <ul style="list-style-type: none"> <li>- The Director of Technology will work with the Help Desk clerk to ensure that any identified areas of technology need are being addressed in a timely manner.</li> </ul>
n	<p><b>Develop and revise process for inventory of technology.</b></p> <ul style="list-style-type: none"> <li>- SKSD technology plan is inclusive of inventory and replacement plan. HAZE system is being utilized for inventory control.</li> </ul>
o	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>- Weekly standing meetings are in place for ongoing communications with staff. Website notices are updated for families,, weekly check ins with school committee chair, weekly updates to school committee via email.</li> </ul>
p	<p><b>See evidence above</b></p>