LEA Back to School Back-to-School Planning Template

LEA Name: Foster-Glocester Regional Schools
Point of Contact: Lisa Odom-Villella, Assistant Superintendent
Email Address: lodomvillella@fgschools.com
Phone Number: 710-7567

Introduction

Overview and Purpose
This document outlines the critical components needed for a school district's Back-to-School plan[1]. Local Education Agencies (LEAs) will use this template to create plans **aligned to the guidance document** titled *"PreK-12 Health and Safety Guidance for the 2021-2022 School Year." Note that this planning document is an iteration of the 2020-2021 Reopening Plan Template. This document and the guidance document should be used side-by-side.*

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

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

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

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

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

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

Back-to-School Planning Support

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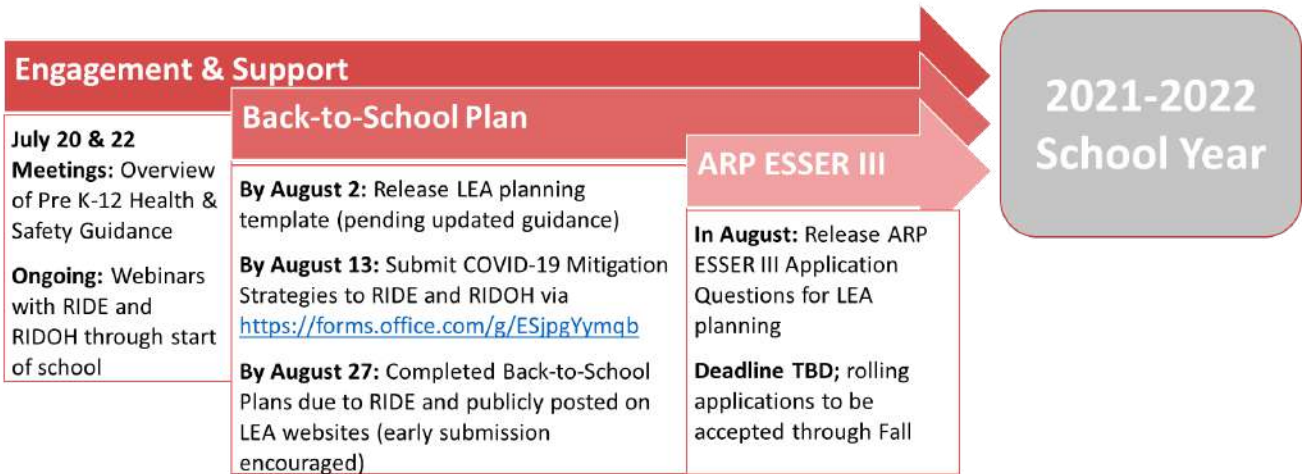
Back-to-School Plan Submission Process

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

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

Critical Components of an LEA Back-to-School Plan

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

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

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

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

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

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

Health and Safety (COVID-19 Control Plan)

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

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

Health and Safety Plan

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

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

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

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

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

Full Name	Email Address:
Renee Palazzo Principal Ponaganset High School	rpalazzo@fgschools.com
	Cell Phone Number:
	401-601-5295

Full Name	Email Address:
Joseph Porrazzo Principal Ponaganset Middle School	jporrazzo@fgschools.com
	Cell Phone Number:
	401-601-0045

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

Submitted 8/10/21.   Completed plan will be found at: http://www.fg.k12.ri.us/

Instruction

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

	X	g. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan.
X		h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
Special Education Services		
X		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
Staff Supports		
X		j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X		l. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
Family and Community Engagement (communication and partnerships)		
	X	m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.
X		n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		o. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

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

X	Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop a system to continually monitor learning progress and loss.

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x	*Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.*
x	*Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.*
x	*Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.*
x	*Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.*
x	*Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.*
x	*Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.*
x	*Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.*

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

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

All students at Foster-Glocester Regional Schools are tested three times per year utilizing Renaissance Learning STAR Reading and Math Assessment. Students receive tier 2 or tier 3 literacy or math interventions during the school day by specialized staff.

Foster-Glocester Schools created a new position, Director of 6-12 Student Supports in April 2020. All guidance counselors, social workers, and school psychologists in the district report to the new Director, who in turn reports directly to the Assistant Superintendent. Student Support Teams meet in each building on a weekly or bimonthly basis to review student data and progress. These meetings are facilitated by the Director of Student Supports and the Building Administrators. Student data is reviewed at these meetings, looking closely at grades, attendance, behavior, and social emotional concerns.

The district uses a Multi Tiered System of Supports (MTSS) to support students. As part of our XQ Grant, we are revising and re-creating the system to include entrance and exit criteria for interventions. Students with a Personal Literacy Plan (PLP) or a Math Plan receive push in and pull out support by our Reading Specialists or Math Interventionists in each building. They are closely monitored.

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

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

Additional literacy and math specialists have been hired for each school to provide tier 2 and 3 level interventions based on STAR assessment scores for all students. The district currently does not have any MLL students. Both Ponaganset HS and MS have enrichment/advisory/personalization periods built into the schedule to provide these extra supports. These systems were in place prior to COVID and will remain in place. For the 21-22 SY, additional staffing was secured to address any increase in students needing tier 2 or 3 interventions.

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

In addition to the in-school support, a Competency Recovery Program has been implemented. This Competency Recovery Program will provide all students in grades 6-12 with a multi-tiered, personalized approach to supporting all students to succeed in real time throughout the year.
Course Failure Prevention (CFP)- is a real time intervention aimed at preventing course failure. Teachers will establish consistent checkpoints throughout the instructional term in which they will assess student progress and determine which students are in danger of failing the course. Students in danger of failing the course will be directed towards the appropriate standard, unit, topic, or skill recovery process on Edgenuity or through a project-based task. Once the assigned unit, topic, standard or skill related assignment has been mastered, or completed, their current course grade should adjust accordingly. Students will receive high-dosage tutoring tied to the classroom content after school.
Quarter Recovery (QR)- is a recovery intervention for students who received an incomplete, or "I" for a course taken during the previous quarter. Quarter Recovery will allow students who scored below a 65%, the opportunity to recover only units, topics, standards, or skills they failed to master, as opposed to recovering the entire course. This intervention should be implemented during the first five weeks of the following term, with recovered grades communicated by the sixth week of that term. All students who failed to complete the QR process, will then receive an "F" for the quarter, instead of an "I", or incomplete grade. While QR is taking place, the CFP process is as well. This supports a constant cycle of interventions aimed at preventing course failure and the timely recovery of courses students failed to complete/pass.
Credit Recovery (CR)- is an option for students to recover an entire course. Students who have scored below a 65% or F in a course taken during a previous term, students who need to recover a failed course taken more than one term prior and students who transfer to Foster-Glocester Regional Schools from another district and need to recover credits should take advantage of this intervention. Students who are enrolled in CR will have one school year to complete the course. Credit Recovery will take place during the school day (pending schedule availability),after school, or Summer Session.

For Credit Recovery, students will be placed in a CR course in Edgenuity.   Competency Recovery Intervention teachers will be correcting, providing feedback on assignments and progress, and providing intervention and instruction as needed throughout the school year.

All students participating in any of the Competency Recovery options listed above will also be assigned the MyPath intervention and enrichment program through Edgenuity to support prior learning loss in ELA and Mathematics based on STAR Assessments taken three times per school year. MyPath is a research-based online intervention program in both reading and math that delivers targeted, age-appropriate learning paths according to each student's skill level for remediation, on-grade-level support, or enrichment. Every MyPath lesson uses a gradual-release instructional model so students receive the instruction and practice they need at the exact moment they need it. The data and reporting features in MyPath empower educators to monitor student performance at a glance, and quickly step in to offer additional help where needed.

All schools have a full time social worker and school psychologist that all students may access for social-emotional support in addition to their school counselor.   All students will participate in transition activities during the first few days of school to build school culture and connections. The school counseling curriculum in conjunction with student's Individualized Learning Plans will focus on academic and social-emotional needs and goals.

Students will continue to access all course materials through the Canvas Learning Management System. Teachers post assignments, resources, and class agendas daily so students may access materials asynchronously if out of school for any period of time. Students also submit assignments utilizing Canvas. The Canvas Learning Management System provides students and parents with assignment grades and feedback in the electronic gradebook. It also has a calendar to help students know when assignments are due for all classes.   In the event of a RIDOH/RIDE mandated partial or limited in-person scenario, the district will implement the corresponding plan as offered for the 2020-21 school year that reduces the number of students in the building. The district is offering a full virtual academy in 2021-22 using an online program for those that apply. In-person classes will not be live streamed via Zoom. In the event of a RIDOH/RIDE mandated full shutdown, all district teachers do have access to Zoom to provide virtual synchronous learning from home. All students will continue to have a laptop or chromebook device assigned to them for the school year.

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

The 2020-21 school year provided many new opportunities for students, parents, and teachers as well as challenges. The district was open to in-person learning on September 14th and remained open throughout the school year, unless mandated to close/pause by RIDE/RIDOH. Students, families, and teachers found the 2 days in-person and 3 days online learning to be extremely challenging. Those students that chose online learning had varying degrees of success. Overwhelmingly, teachers found streaming classes live via Zoom to some in-person students and some at-home students to be unsustainable for another school year. The implementation of technology and our student learning platform, Canvas, greatly improved over the school year. We established common course structures and expectations for posting assignments and instruction that will be carried into the 2021-22 school year. Access and participation in meetings improved by all stakeholders with the help of Zoom. IEP, 504, CTE partnership teams, parent meetings, tutoring, and more were all held via Zoom. This allowed families that normally would have a hardship with taking time off of work to attend meetings in-person the ability to participate from work and/or home. The district will continue to offer virtual or in-person meetings this school year. Foster-Glocester Regional Schools prided itself on the dedication to personalized learning

prior to the pandemic. Families and students were appreciative of the many options provided last year, ranging from in-person learning 5 days per week to 100% virtual utilizing an online program. Students had choices for their virtual experience as well. We will continue to offer personalized pathways and learning experiences.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

Social-Emotional and Mental Health Support		
X		a. *Establish or maintain a support team focused on student and staff mental health and wellness.*
	X	b. *Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.*
X		c. *Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.*
X		d. *Screen or evaluate, and continuously monitor students for mental health needs.*
X		e. *Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.*
X		f. *Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.*
X		g. *Provide resources for staff self-care, including resiliency strategies and RIDE's [menu of mental health resources](#).*

Social-Emotional and Mental Health Support Plan

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

X	*Establish or maintain a support team focused on student and staff mental health and wellness.*
X	*Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.*
X	*Screen or evaluate students for mental health needs.*
X	*Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.*
X	*Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.*

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

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

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

Karlene Murray, Ponaganset HS social worker & Homelessness Liaison. kmurray@fgschools.com 401-710-7500

Reopening Operations

Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).

X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. - Mask requirement (by federal order) - Seating charts, with assigned seats as much as possible - Cleaning schedule - Open windows when safe and feasible

Technology		
X		j. Designate a lead technology point of contact.
X		k. Develop a return to school technology plan.
X		l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m. Survey families to determine technology needs.
X		n. Develop and revise process for inventory of technology, as needed.

Family and Community Engagement (communication and partnerships)		
X		o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
	X	p. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

Re-opening Operation Plan

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

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

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

EVIDENCE:

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

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

The district has created a Back-to-School Team that includes administrators, teachers, and parents to create surveys twice per year. The team will review the Back-to-School Plan and survey data at the end of each semester to make revisions as needed.