

## LEA Reopening Planning Template

LEA Name: Burrillville

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### Introduction

#### Overview and Purpose

This document outlines the critical components needed for a school district's reopening plan. LEAs will use this template to create plans **aligned to the guidance document** titled ['Back to School RI: Health-and-Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools.'](#) 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 reopening plans. Then use the planning template included below each table to capture the identified information and evidence to return to RIDE. Completed templates must be returned to RIDE by **July 17, 2020**. LEAs will receive feedback on their reopening plans by the end of July.

#### Outline of Reopening Plan Components

Reopening 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.*

A comprehensive reopening plan should include:

1. **Message from the Superintendent** - [Message below with link to letter is HERE](#)

#### Timeline and Responsibilities

RIDE

1. Reopening template + guidance, June 19
2. Reopening plan feedback, end of July

LEAs

1. Draft and submit reopening plan, July 17

July 17, 2020

Dear Burrillville Community Member:

Over the past several weeks, our Reentry Committee has been hard at work developing plans to ensure high quality instruction while keeping health and safety as our highest priority. The reentry committee consists of 35 members representing all stakeholders. This includes central office administrators, building administrators,

teachers, support staff, parents, students, community members, food service representatives, transportation representatives, and school committee representation. The full committee was broken down into sub-committees (with additional members participating) to address the following areas:

- Safety, Hygiene, and Emergency response
- Technology
- Curriculum, Instruction, Assessment, and Professional Development
- Classroom Environment and Scheduling
- Transportation and Food Services
- Communication
- Mental Health and Special Populations

Prior to the committee work, several surveys were sent to gather information from parents/families, teachers, and support staff. Additional surveys will be conducted as plans continue to develop prior to the start of the 2020-2021 school year.

Our guiding principles were at the forefront of our decision making. The following guiding principles are well aligned to our Strategic Plan. Together, our Strategic Plan and the guiding principles drove our committee work as reentry plans were developed. The Burrillville School Department is committed to the ensuring the following principles are followed:

- **Safety of students and staff** - Decisions are informed by data and guidance from RIDOH to ensure the health and safety of our students, families, and staff members.
- **Transparency** - Clear communication across all stakeholder groups is a priority. All plans, once reviewed, are posted publicly.
- **Equity** - Decisions are made on the basis of the best interest of all students, families, and educators. Individual student and staff needs are addressed to ensure equity. We recognize that equitable does not always mean equal.
- **Active Listening** - Multiple stakeholders play a part in developing plans and providing feedback.
- **Decisive Action** - Realizing that the reentry plan represents a sizable challenge, decisions are made deliberately and decisively.

Our hope for the return to school in August is to have all students report to school buildings while taking appropriate measures to reduce the risk of contracting COVID19 to the fullest extent possible. As directed, several other options for the 2020-2021 school year have also been developed. During this difficult time, it is vital that the

district is flexible and that our plans are fluid. The ability to switch from in-person teaching to a distance learning model is a major challenge, but we are committed to ensuring a seamless transition, if needed. Other options include limited in-person learning and a partial in-person model. All plans include flexibility to allow for transitioning from one model to another.

Finally, the following timeline will be followed to ensure a smooth opening of the 2020-2021 school year.

- July 17 - Reentry plans submitted to RIDE for review and feedback
- July 27 - Parent Forum
- July 27 - Teacher Forum
- July 31 - RIDE returns plan with feedback
- July 31 - Plans publicly released
- August 3 - Surveys to parents/families, teachers, and support staff
- August 10 - Review survey data and make revisions to plans as appropriate
- August 11 - School Committee meeting to publicly discuss specifics of re-entry plan
- August 17 - Final review of plan. Final plan for return released publicly to all stakeholders
- August 26 & 27 - Professional Development for teachers and staff. Reentry plan and protocols to be reviewed
- August 31 - First Day of School

The information in this statement is meant to provide an overview of the reentry planning process. It is not meant to be all inclusive or to provide specific details on plans. Of course, all plans are conditional on the direction from RIDOH, the Governor's Office, and RIDE. Plans are purposefully flexible to allow for any needed transition and/or revision.

Respectfully Submitted,

Michael Sollitto, Ed.D.

## 2. Vision and Guiding Principles for Re-opening

- a. A strong vision includes the following 5 components:
  - i. Core values driving the plan

- 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 can adopt RIDE's guiding principles (located on page 4 of the guidance document) or use their own. While the vision and guiding principles may be similar to what LEA's have in their strategic plan, they should explicitly acknowledge the unique circumstances of COVID-19 planning.
- 3. Strengths and Challenges from Spring 2020**
- a. This provides a starting point from which to build.
  - b. All LEAs should elicit feedback from students, staff, and families. Please make this a priority if you have not yet gathered this feedback.
- 4. Critical Components of Reopening 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. **Please see Burrillville's comprehensive communication plan, linked [here](#) and communication timeline, linked [here](#).**

## **Reopening 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. Over the next few months, RIDE will be compiling and updating guidance resources to support LEAs in drafting key components of their reopening plans. Additionally, RIDE will support LEAs by providing feedback on reopening plans and opportunities for peer review of plans through a public-school consulting organization (District Management Group).

## **Plan Submission Process**

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

## Critical Components of an LEA Reopening Plan

The following tables include critical components that should be included in each LEA's reopening 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 must 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 must incorporate** into plans and **need to be submitted to the 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 all three reopening scenarios: limited in-person, partial in-person, and full in-person** with a degree of distance learning incorporated into all plans. In this document, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

This document is due to **RIDE by July 17, 2020.**

## Burrillville School Department Re-Entry Plan Scenario Overview

**For purposes of this plan, Burrillville defines the return scenarios as follows:**

### Full Return

- 100% of students and staff, 5 days a week  
*\*\*A Virtual Academy will be in place for students who are unable to return*

### Partial Return (hybrid model; some students in person while some virtual)

- 100% of Elementary students return (except peer models at PreK), with one virtual day each week; secondary students are virtual  
*\*\*In a partial return, preference for 100% return may be given to students with IEPs as needed, on a case-by-case basis*

### Limited Return (many or most are virtual; less than 50% of students are in each building)

- Preference for in-person learning is given to the most vulnerable populations - IEP or 504 students **as needed** (determined on a case-by-case basis, based on direct services, contact hours, etc.) and transition grades **as needed** (K, 2, 6, 9). Students will still have at least one virtual day per week.

### Virtual Return

- 100% of students and staff are at home following a distance learning model

## Health and Safety (COVID-19 Control Plan)

Provide Assurance	Submit Evidence		Subcommittee responsible for Narrative/Evidence
<b>Face masks and coverings</b>			
X		a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.	Communication See: <a href="#">CDC Flyer</a>
X		b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).	Safety/Hygiene/Emergency Response
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).	Communication See: <a href="#">CDC Flyer</a>
		d. Implement other procedures, as needed.	Safety/Hygiene/Emergency Response
<b>Social distancing and organizing personnel</b>			
	X	e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into ‘pods’ or ‘stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.	Classroom Environment and Scheduling See: <a href="#">Reopening RI Guidance</a>  Additionally, we will follow the RIDOH Playbook once it is released
X		f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.	Classroom Environment and Scheduling See: <a href="#">Reopening RI Guidance</a>
X		g. Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).	Classroom Environment and Scheduling
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.	Communication
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.	Classroom Environment and Scheduling See: <a href="#">Reopening RI Guidance</a>
		j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.	Transportation and Food Service



		k. Implement other procedures, as needed.	See: <a href="#">Reopening RI Guidance</a>
<b>Responding to a positive case or outbreak</b>			
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.	Safety/Hygiene/Emergency Response (development) & Communication See: <a href="#">CDC Flyer</a> See: <a href="#">RIDOH Flyer</a>
	X	m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.	Safety/Hygiene/Emergency Response School Nurse-Teacher @ Each Building
X		n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: <ul style="list-style-type: none"> <li>- Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case</li> <li>- Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, "stable group" or "pod" in which a positive case is located.</li> <li>- Closing a portion or entirety of the workspace for a thorough cleaning</li> </ul>	Safety/Hygiene/Emergency Response See: <a href="#">CDC Flyer</a> See: <a href="#">CDC Flyer2</a> See: <a href="#">RIDOH Guidance p.5</a>
	X	o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.	Safety/Hygiene/Emergency Response
<b>Minimizing access by COVID-19-positive or symptomatic individuals</b>			
X		p. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.	Communication See: <a href="#">CDC Flyer</a> See: <a href="#">CDC Flyer2</a> See: <a href="#">RIDOH Guidance p.5</a>
	X	q. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.	Safety/Hygiene/Emergency Response & Communication See: <a href="#">CDC Self-screener</a> See: <a href="#">CDC Flyer</a> See: <a href="#">CDC Flyer 2</a> See: <a href="#">CDC Flyer 3</a> See: <a href="#">RIDOH Flyer</a>
		r. Implement other procedures, as needed	



Communication with staff and students			
X		s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.	Communication See: <a href="#">CDC Fact Sheet</a> See: <a href="#">CDC Flyer</a> See: <a href="#">CDC Videos</a> See: <a href="#">CDC PSAs</a>
X		t. Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.	Communication See: <a href="#">CDC Flyer</a>
	X	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.	Safety/Hygiene/Emergency Response & Communication See: <a href="#">CDC Guidance</a>
X		v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.	Communication
X		w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.	Communication
		x. Implement other procedures, as needed.	See: <a href="#">CDC Communication Resources</a>
Cleaning and decontamination			
		y. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.	Communication See: <a href="#">CDC Flyer</a> See: <a href="#">CDC Flyer2</a>
X		z. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)	Safety/Hygiene/Emergency Response
		aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.	Safety/Hygiene/Emergency Response
X		bb. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.	Safety/Hygiene/Emergency Response See: <a href="#">CDC Guidance for Cleaning and Disinfecting</a>
X		cc. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms,	Safety/Hygiene/Emergency Response



		shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.	See: <a href="#">Reopening RI Guidance Document</a> (p. 11-12) and <a href="#">CDC Guidance for Cleaning and Disinfecting</a>
		dd. Implement other procedures, as needed.	Safety/Hygiene/Emergency Response See: <a href="#">Additional CDC Guidance and Fact Sheets</a>
<b>Industry specific guidance and updates</b>			
X		ee. Identify and review guidance specific to education and childcare on <a href="http://www.reopeningri.com/">www.reopeningri.com/</a> .	Safety/Hygiene/Emergency Response
		ff. Consult <a href="http://www.reopeningri.com/">www.reopeningri.com/</a> , the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance	Safety/Hygiene/Emergency Response
		ii. Stay in touch with key community partners regarding education and childcare specific guidance	Safety/Hygiene/Emergency Response

## Health and Safety Plan

### ASSURANCES:

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

X	Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
X	Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).
X	Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
X	Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.
X	Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).

X	<i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X	<i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
X	<i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	<i>Prepare the district to respond to a positive case or outbreak in a school building or central office.</i>
X	<i>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</i>
X	<i>Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>
X	<i>Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X	<i>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</i>
X	<i>Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)</i>
X	<i>Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.</i>
X	<i>Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.</i>
X	<i>Identify and review guidance specific to education and childcare on <a href="http://www.reopeningri.com/">www.reopeningri.com/</a>.</i>



## EVIDENCE:

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

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

Our 5 schools (ATL, WLC, SFE, BMS & BHS) will use stable groups when feasible and where possible. Elementary levels will be in stable groups throughout the day. Middle & High School will use stable groups to the extent possible with core academic areas (ie: Math, English, Social Studies & Science). Advisory classes for both middle and high school have been eliminated from the schedule to reduce exposure, and to allow for extended passing time and increased lunch periods. (Social and emotional needs of students at this level will be addressed in other ways - see below.)

At the elementary levels, students will remain in classrooms and teachers that are working in teams will rotate from room to room. Buses will be emptied one at a time and students will be sent directly to class. Students who need breakfast will take it to their classes. Elementary students will not be required to wear masks so long as they are in stable groups and appropriately socially distanced.

Our middle school will maintain stable pods for core academic areas (English, Math, Social Studies & Science) where feasible and when possible. Stable core academic groups will remain in classrooms and teachers will move between classrooms. During exploratory courses, students and teachers must wear masks. During passing times, students must wear masks. Students will remain on buses until 7:30 (a wait of not more than 10 minutes) when teachers report. One bus will be emptied at a time. Students will report directly to first period class. Students who need breakfast will take it to their classes. Afterschool programming will be virtual (ie: clubs)

Our high school will maintain stable pods for core academic areas (English, Math, Social Studies, & Science) where feasible and when possible. During elective courses, students and teachers must wear masks. Students will be on buses until 7:15 (a wait of not more than 10 minutes) . One bus will be emptied at a time. Students will report directly to first period class. Students who need breakfast will take it to their classes. During passing times, students must wear masks. Afterschool programming will be virtual (ie: clubs).

Student lunch cafeteria plan link is [HERE](#)

## PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:

### Elementary:

- Partial- Students that are to remain home would be identified. The classroom environment and schedule will remain the same. Students would still be expected to social distance and it

is recommended they wear masks. Assignments will be posted virtually and teachers will be available to meet.

- Limited- The classroom environment and schedule will remain the same. Students would still be expected to social distance and it is recommended they wear masks. Assignments will be posted virtually and teachers will be available to meet.

**Middle School:**

- Partial- Students that are to remain home would be identified ahead of time. The classroom environment and schedule would remain the same for students that are in the building. Students would still be expected to social distance and it is recommended they wear masks. Assignments will be posted virtually and teachers will be available to meet.
- Limited- The classroom environment and schedule will remain the same. Students would still be expected to social distance and it is recommended they wear masks. Assignments will be posted virtually and teachers will be available to meet.

**High School:**

- Partial- Students that are to remain home would be identified ahead of time. The classroom environment and schedule would remain the same for students that are in the building. Students would still be expected to social distance and it is recommended they wear masks. Assignments will be posted virtually and teachers will be available to meet.
- Limited- The classroom environment and schedule will remain the same. Students would still be expected to social distance and it is recommended they wear masks. Assignments will be posted virtually and teachers will be available to meet.

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

Full Name	Email Address:
Rachel Cucca (BHS)	<a href="mailto:cuccar@bsd-ri.net">cuccar@bsd-ri.net</a>
Jennifer Poisson (BMS)	<a href="mailto:poissonj@bsd-ri.net">poissonj@bsd-ri.net</a>
Julie Pirri (SFE)	<a href="mailto:pirrij@bsd-ri.net">pirrij@bsd-ri.net</a>
Linda Allard (ATL),	<a href="mailto:allardl@bsd-ri.net">allardl@bsd-ri.net</a>
Victor Moniz (WLC)	<a href="mailto:monizv@bsd-ri.net">monizv@bsd-ri.net</a>

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

**For students:**  
 Any student experiencing symptoms of COVID-19 as detailed in the CDC guidance: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html#testing/symptoms.html>) before the school day begins should stay home. Parents and guardians will be required to attest that students have been screened at home before they are sent to school. Parents will attest to screening their child prior to sending them to school. The following screening tool will be utilized: [BSD Screening Tool](#)



If a student develops symptoms of COVID-19 at school, the student should be taken to the school nurse and the isolation <https://www.cdc.gov/coro>room immediately. Parents/guardians will be notified to pick up the student within the hour. Parents/guardians should seek medical advice for the student within 48 hours and schedule a COVID-19 test as needed. Parents and guardians should notify the school of positive test results as soon as possible. More guidance from the DOH will be forthcoming.

As soon as possible, the school will remove, clean, and sanitize any items touched by the symptomatic student. Assigned staff will clean and disinfect any common surfaces which can't be moved, and if feasible, increase ventilation in the room. Symptomatic students will not be allowed to return to school until they are medically cleared.

**For staff:**

Anyone experiencing symptoms of COVID-19 as detailed in the CDC guidance: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html#testing/symptoms.html>) before the school day begins and have completed the [Reopening RI COVID-19 Screener Tool](#) which results in a “Yes” to any of the questions, to which the symptoms cannot be explained by known allergies or a non-infectious illness, should stay home.

If staff develop COVID-19 symptoms while at school, they should go home immediately, seek medical advice within 48 hours, and get a COVID-19 test. Staff should notify the school administrator of the COVID19 test result as soon as possible.

As soon as possible, the school will remove, clean, and sanitize any items touched by symptomatic staff members. Assigned staff will clean and disinfect any common surfaces which can't be moved, and if feasible, increase ventilation in the room. Symptomatic staff will not be allowed to return to school until they are medically cleared.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:** These plans will remain the same regardless of the return scenario.

*4. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.*

Students and staff will be made aware of and be encouraged to use either the: [CDC Self-Checker](#) or the [Reopening RI COVID-19 Screener Tool](#) as a way to conduct personal self-assessments on a daily basis.

The district will disseminate via email and social media and post throughout each building the following: [CDC Flyer](#); [CDC Flyer 2](#) and, [CDC Flyer 3](#).

Staff will be provided with the RIDOH [Coronavirus Disease 2019 \(COVID-19\) Quarantine and Isolation Guidance by Population Updated June 9, 2020](#) and follow the guidelines detailed on page 5 of the document.

Additionally, staff and families will then be provided with the RIDOH Factsheet: [COVID-19: 10 Tips for at Home Quarantine or Self-Monitoring](#).

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:** These plans will remain the same regardless of the return scenario.

5. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.

If a staff or student has tested positive for COVID-19, the school will implement the RIDOH guidance detailed in page 5 of the [Coronavirus Disease 2019 \(COVID-19\) Quarantine and Isolation Guidance by Population Updated June 9, 2020](#).

Additionally, staff and families will then be provided with the RIDOH Factsheet: [COVID-19: 10 Tips for at Home Quarantine or Self-Monitoring](#) as well as the CDC Fact Sheet: [COVID-19: Quarantine vs. Isolation](#).

CDC Resources:

- [https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/contact-tracing-resources.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fphp%2Fopen-america%2Fcontact-tracing.html](https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/contact-tracing-resources.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fphp%2Fopen-america%2Fcontact-tracing.html)
- [https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/self-quarantine\\_form.pdf](https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/self-quarantine_form.pdf)

If we become aware of a student testing positive for COVID-19, we will notify all parents and employees per RI Department of Health guidelines, without identifying the specific individual.

We will monitor absentee trends of students and employees, and if a trend suggests a contagion, and under the direction of the RI Department of Health, we will follow RI DOH guidance which may include the closing of a classroom(s) or the school as a whole for a specific number of days. The district will then implement the [district's emergency virtual learning plan](#) for the amount of time the classroom(s) or school is closed.

Communication with families and staff members will be via phone and/or email.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:** These plans will remain the same regardless of the return scenario.

Instruction			
Provide Assurance	Submit Evidence		Subcommittee responsible for Narrative/Evidence
<b>Instruction (remote and in-person)</b>			
		a. <i>Develop a Return to Instruction Workgroup</i>	<b>Curriculum, Instruction, Assessment, and PD</b>
	X	b. <i>Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for <b>all</b> students. This plan must include an assessment of learning for multilingual and differently abled students.</i>	Curriculum, Instruction, Assessment, and PD
	X	c. <i>Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.</i>	Curriculum, Instruction, Assessment, and PD
		d. <i>Consider if and when students will still have access to non-core content (electives, etc.)</i>	Curriculum, Instruction, Assessment, and PD
	X	e. <i>Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.</i>	Curriculum, Instruction, Assessment, and PD
X		f. <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>	Curriculum, Instruction, Assessment, and PD
	X	g. <i>Demonstrate comparable levels of rigor between online and in-person instruction.</i>	Curriculum, Instruction, Assessment, and PD
X		h. <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>	Curriculum, Instruction, Assessment, and PD
X		i. <i>Develop system to continually monitor learning progress and loss.</i>	Curriculum, Instruction, Assessment, and PD
	X	j. <i>Determine changes to testing, grading, report cards, attendance, and promotion policies.</i>	Curriculum, Instruction, Assessment, and PD
<b>Remediation and Intervention</b>			
	X	k. <i>Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.</i>	Curriculum, Instruction, Assessment, and PD



X		<i>l. Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.</i>	Curriculum, Instruction, Assessment, and PD
		<i>m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</i>	Curriculum, Instruction, Assessment, and PD
X		<i>n. Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.</i>	Curriculum, Instruction, Assessment, and PD

## Special Education Services

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

## Staff Supports

	X	<i>r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i>	Curriculum, Instruction, Assessment, and PD
X		<i>s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>	Curriculum, Instruction, Assessment, and PD
	X	<i>t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i>	Mental Health and Special Populations & Curriculum, Instruction, Assessment, and PD (?)
X		<i>u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>	Curriculum, Instruction, Assessment, and PD
X		<i>v. Map what technical assistance and support will be offered during all reopening scenarios.</i>	Curriculum, Instruction, Assessment, and PD
X		<i>w. Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how</i>	Mental Health and Special Populations



		those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).	
<b>Family and Community Engagement (communication and partnerships)</b>			
	X	x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into a hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).	
X		y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.	Curriculum, Instruction, Assessment, and PD
	X	z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.	
	X	aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.	

## Instructional Plan

### ASSURANCES:

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

X	Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop system to continually monitor learning progress and loss.
X	Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
X	Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
X	Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)



X	Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X	Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X	Map what technical assistance and support will be offered during all reopening scenarios.
X	Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).
X	Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.

**EVIDENCE:**

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

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

The Burrillville school department utilizes a variety of assessments to continuously monitor student progress, identify gaps in learning, and support targeted intervention. These include the reading and math screenings that are conducted three times each year, as well as embedded formative and summative assessments. Our assessments are selected and designed to facilitate and maximize instruction. Prior to teaching new content, teachers will assess the readiness of **all** students (inclusive of multilingual and differently-abled students) by means of formative pre-tests designed to identify gaps and inform instruction so that we are providing intervention for students just in time (i.e. in the context of teaching grade-level material) rather than just in case (i.e. reviewing all the previous content with all students before beginning grade level instruction).

Elementary Assessments Include:

- DIBELS 8th Edition
- DIBELSMath (Acadience)



- RAPID
- Lexia Core 5
- DRA
- SIPPS Mastery Tests (for students in reading intervention)
- Running Records
- Being a Reader Level Mastery Assessments (Grades K-2)
- Writing CBM
- Monthly writing prompts
- Eureka math exit tickets, mid- and end-of-module assessments

Middle School Assessments Include:

- RAPID
- CARI (Content Area Reading Indicators)
- Easy CBM Math and ELA
- Open Up Math assessments
- ELA Common writing tasks and assessments

High School Assessments Include:

- RAPID (Grade 9)
- CARI (Grades 9 and 10)
- English and Math Common Assessments
- Algebra & Geometry Probes (Grades 9 and 10)
- Common Course Assessments
- Mastery Based Digital Portfolio

#### **PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

In a partial or limited return, we will continue to utilize the same assessments. However, they will be administered in person to the children who are physically in school at any given time. This means that the testing windows may need to be expanded/staggered. Some assessments are able to be administered online. The district will prioritize assessments that need to be administered in person, and any assessments that can be given online will be given in that format. Teachers will also prioritize assessing students who have not yet been identified through our MTSS process. Students who have gone through the process will already be receiving interventions, so we want to ensure that we don't allow any students to fall through the cracks.

*2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.*

Covid-19 and distance learning poses the same potential regression for students as the well-known "summer slide" - perhaps more so as distance learning prevented us from being able to teach grade level content in its entirety during the 2019-2020 school year. As a result, we are prepared to welcome students who may not possess the requisite background knowledge for success and that we must respond to these deficits with immediacy and urgency. However, we don't have any time to lose, and reteaching the previous year's content "just in case" is not a strong strategy for success. Teachers need

to start teaching grade level content as soon as the school year begins. Our overarching goal will be to pretest students as we embark on each new unit of study, in order to identify gaps and fill them as we go.

Prioritizing critical learning standards for intervention and placing a strong emphasis on literacy and mathematics is a matter of greatest importance. The Burrillville School Department will use the RIDE [early childhood/elementary](#) and [secondary grades](#) Priority Content Guide, as well as the [R.E.A.L. criteria](#) (Readiness, Endurance, Assessed, and Leverage) to determine the focus standards for intervention and support. Using baseline assessments, all students at each grade level (including multilingual and differently-abled students) will be identified using our universal screeners. Typically this is done 4-6 weeks after the start of the new school year, but this year we will begin sooner so that intervention can start as soon as possible.

- We know that all students who were receiving intervention at the end of the 19-20 year will be targeted for further intervention starting on August 31st. Therefore, we will prioritize screening of students who are not receiving any additional services.
- Teachers in grades 3-9 will be able to begin screening within the first week of school, since students will already be able to manage routines and independent work at stations.
- Teachers in grades K-2 will prioritize teaching their students how to log on to Chromebooks and access both Google Classroom and online instructional tools in preparation for independent work during screenings. Screenings will begin at the start of the third week of school, or sooner if practical.

The Burrillville School Department is committed to identifying learning gaps through assessments and screening, and then providing multi-tiered systems of support to combat learning loss. It is especially critical that populations at higher academic risk (struggling students, homeless students, multilingual students, and low-income students) have additional opportunities within and outside of the classroom.

We fully expect to find large groups of students who need intervention in order to be successful - far more than can be supported by the usual intervention staff. Where the data shows that a whole class - or a majority - are lacking a critical skill set, the classroom teacher will provide instruction to the group during core instructional time. Where the data shows that a small group is lacking a critical skill, the classroom teacher will pull that group for additional instruction and support while the rest of the class engages in independent practice or online instruction. We recognize that this will pose scheduling challenges. Therefore, administrators will explore various ways to build dedicated intervention blocks into building schedules. Teachers will need clear communication and PD around the function of the intervention blocks at different levels, and the expectation for content.

#### **PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

A partial or limited return makes this portion of the plan even more critical, as pacing may slow down in a virtual environment. However, the district will continue to follow the plan as outlined above - identifying critical standards and using assessment data to determine where gaps exist. This will ensure that all learners - and particularly vulnerable groups of learners - will receive appropriate and timely interventions.

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

Burrillville enjoyed significant success with our distance learning plan. Remote learning is a component of every return scenario for the fall (see the overview, above), and while we will keep many successful

aspects the same, it will need to look somewhat different than it did this past spring. Remote learning was used this past spring to maintain the momentum of learning and minimize the interruptions caused by emergency closing of schools. In the fall, we know in advance that it is likely to be ongoing (whether for lengthy connected periods or for short bursts of time or for a small population of students), and our response needs to be adjusted accordingly. Our decisions will be based on the feedback received from parents, teachers, and students via our district distance learning surveys (linked below).

Similar to the Spring of 2020, remote learning plans include the following:

- Instructional delivery methods that include district-approved digital platforms that are familiar to teachers and students at various grade levels. These include, but are not limited to:
  - EdPuzzle, Discovery Ed, Gizmos, Zearn, Lexia Core 5, Foss Science, Project Lead the Way (online curriculum) and Khan Academy instructional videos. Students will also have access to online textbooks. Teachers and students have experience using these district-vetted resources and platforms.
  - Students submit homework/classwork to their teachers through a variety of channels (most submissions will be through Google Classroom)
- Teachers track and record student completion/mastery of assignments through Google Classroom and our district SIS Skyward.
- Teachers interact with students through Google Classroom/Google Meets using the messaging function as well as the class stream. Collaboration and feedback are an integral part of using G Suite for Education's shared document features. Students can communicate with each other this way as well.
- Teachers check in one-on-one with a caseload of students or students who were not able to join the class through various channels (e.g. phone) to review their homework, talk through hard questions, prepare them for the next set of assignments, and ensure they are still progressing

The expectation of the Burrillville School Department is that all virtual and in-person lessons/assignments are standards-based, with an identified objective, clear lesson description and detailed student product description.

The Burrillville School Department will continue to refine distance learning based on feedback from Spring 2020.

One critical change will be that every teacher is expected to utilize Google Classroom/Google Meet as the primary mode of communication/delivery of material. Because teachers at some grade levels were not using Google Suite regularly last year, they will need additional PD to meet these goals. Voluntary PD will be provided during the summer for any teacher who wishes to participate, and again in the fall for any teacher who still needs it. We will engage outside providers and experts within our own district to support those teachers. Our survey results indicated that parents were overwhelmed by the various platforms and means of communication. We now know that we need to streamline these and provide PD for parents.

Another area of note will be increased contact time across all grade levels. In the spring, students in grades 2-5 experienced about 2.5 hours of direct instruction each day, exclusive of special education and

reading/math intervention and independent time utilizing Lexia and Zearn; students in grades 6-12 had about 2 hours and 20 minutes on most days. Kindergarten and first grade varied, but averaged about an hour each. The times for each grade were supplemented by office hours and open meets with teachers, but still fell short of the recommendations in the RIDE guidelines that were published in April. New schedules developed by building administrators and teachers will account for any shortfalls in instructional time.

Additionally, we will need to look at adjusting the amount of contact time by period at the middle and high school. We know that many teachers and families felt that the 20 minute period was too short, and that 7 periods every day was overwhelming. The high school and middle school schedules have been set so that they will remain the same regardless of the teaching/learning environment. They will follow a rotating schedule that drops two periods per day and increases contact time in each period. Elementary schedules will also shift to a 5-day rotation (vs. a weekly schedule) to ensure equitable access to all content.

Another critical difference will be an emphasis on the difference between teaching versus assigning work. Teachers will be given guidance defining teaching/direct instruction as it refers to teacher-led lessons that are a structured and sequenced presentation of academic content. Teaching/direct instruction provides clear explanations, descriptions, modeling and illustrations of the content knowledge. Meaningful and effective student guided and independent assignments will give students an opportunity to extend and refine knowledge as well as make meaningful use of knowledge and skills gained. Assignments will contain clear objectives, directions that precisely communicate what the students will do and include clear criteria for evaluating the assignment.

All faculty were provided with opportunities to access professional development around developmentally appropriate asynchronous instruction. However, this needs to be an area of PD focus in the coming year in order to maximize success for our students in a virtual environment.

Finally, remote learning will be an option across the district for any family whose children are unable to return to school due to medical conditions, or for any family who chooses to keep their children at home. This option will be available regardless of the return scenario. Please see this description of our [Virtual Academy](#) for more details.

### **PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

In a limited or partial return, the primary distinction will be that teachers will need to shift their planning for instruction so that each unit/lesson has a synchronous and asynchronous component. It is unreasonable to expect teachers to plan and teach two different sets of lessons for two different groups of students. The district is exploring ways to bring cameras into the classrooms that can be attached to Chromebooks and operated entirely by teachers. These would allow teachers to stream or record lessons as they are teaching their in person groups. Virtual students can log in to the teacher's Google Classroom and experience synchronous direct instruction with their in-person peers, or log in to Google classroom at another time to view a recording of the lesson before attempting independent practice. All lessons,

regardless of the return scenario, will be planned with a blended learning approach that incorporates direct instruction to the whole group, independent practice, and small group or individual teaching and feedback sessions so that all students can be fully engaged, whether in person or virtual. All teachers will post all assignments in Google Classroom. They may also link explanatory videos/other resources.

Teachers who are unable to return to in-person instruction due to medical conditions, but who are healthy enough to teach from home, may be called upon to support the learning of students who are virtual. This may include providing direct virtual instruction to a cohort of students or following a caseload of students to ensure daily attendance, work completion, and academic support. The exact nature of this support will depend upon the number of teachers available and the number of students who decide to remain virtual.

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

We have demonstrated that we can expect and achieve a high level of rigor in a virtual environment. Our task will be to ensure that the level of rigor is consistent from grade to grade and teacher to teacher as we navigate between in-person and virtual instruction. Professional development for Burrillville faculty and staff will need clear and precise criteria that ensure consistent levels of rigor, and professional development will be a part of this. The Burrillville School Department bases all curriculum materials and lessons on grade-appropriate Common Core State Standards. An effective virtual instructional experience will align with the standards being taught at that particular grade level and for the specific content area and:

1. Provide students with modeling/demonstration material (i.e. video, podcast presentation, reading assignment, website module.)
2. Ask students to recall what they have learned, this portion of the lesson shows that a student actively participated in the previous step.
3. Require that students apply what they have learned with a high-level; thinking activity. This type of problem solving activity incorporates critical thinking and independent thought.

#### **PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

This portion of the plan will not change regardless of the mode of return.

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

In a full in-person return, testing, grading, report cards, attendance, and promotion policies will mirror the usual policies as closely as possible.

The elementary schools will resume standards-based grading, and the middle and high schools will resume a traditional numerical grading system with midterm and final exams reinstated.

Due to the uncertainty surrounding our return to school, and the likelihood that we will need to pivot between in-person and virtual learning, we will continue to allow students additional time for the completion of assignments. Although assignments will have target due dates, students will be given extended time and grace periods to turn assignments in late for full credit while in a remote/virtual learning environment. That said, we recognize that assignments lose their value when they are too far removed from the content that is being taught. Therefore, each “level” (elementary, middle, high) will set

its own specific parameters for grace periods. Teachers at the secondary level may also require that students complete alternate assignments if they are not finished before the class has reviewed them.

In a full, in person return, attendance will be taken via the district's SIS, Skyward. This is done daily at the elementary level and by class period at the secondary level.

Attendance will need to be adjusted based upon the expectation of more frequent absences for students and the possibility of virtual learning to compensate for these. The Burrillville School Department has developed a [COVID -19 self screening tool](#) for parents and students to use prior to coming to school each day.

- Anyone who fails the COVID self check in the morning may not attend school in person, and will have an excused absence.
- Students who are absent due to potential COVID symptoms, **but are feeling well enough**, are expected to participate in a virtual instructional day (online platform or accessing assignments through Google Classroom). These students will not be marked absent (retroactively), so long as assignments are completed and they have checked in with teachers electronically.
- If a student is sent home by the nurse during the school day due to COVID-like symptoms, the usual attendance procedures will apply. The student may participate in virtual learning on the next instructional day and the procedures in the first two bullets above will apply.

#### **PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

**In a virtual environment, attendance will be monitored as follows:**

- *Elementary teachers will take attendance each morning; secondary teachers will take attendance each period.*
- *If a child does not show up for class and there is no phone call or communication from home, teachers need to make a phone call/contact parents in some way*
- *If there is no response and the child does not show up a second day, the teacher needs to inform the school social worker or guidance counselor, who will reach out to the family.*
- *If the school social worker/guidance counselor is unable to get a response and the child fails to attend for a third day, the guidance counselor/social worker will inform the principal, who will attempt to contact the family.*
- *If there is no resolution from the principal's attempt to contact the family, the matter will be referred to the truancy officer.*
- *Parents and families will be informed of this process and the expectation of attendance whether in-person or virtual.*
  - *Parents who have challenging circumstances that may prevent students from participating in synchronous online learning should communicate directly with their child's school so that a plan can be put in place.*

6. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.

Burrillville has an established MTSS protocol for identifying and supporting students who are at academic, social/emotional, or behavioral risk. All students are screened multiple times per year across the district, with other assessments ongoing throughout the year. Teachers convene in teams on a regular basis (every 4-6 weeks) to review grade-level assessment data and to make data-based decisions around

interventions. This includes supports to be provided within the classroom as well as outside supports provided by reading/math interventionists, special education teachers, and ML teachers.

Students who are identified as being in need of intervention have a specific plan, and data is collected by the interventionists for review at the next grade-level meeting, where the decision is made to discontinue or carry on with the supports.

Each school has a Student Services Team in place for social-emotional needs. [BSD](#) flow chart is utilized to assess a student's need for additional social/emotional support. In addition, staff will use the request for assistance forms:

[Request for Assistance](#) - teachers use this form to report concerns at secondary level. At the elementary level, teachers use the a concern statement, such as this [Sample form](#),

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

The MTSS process will continue as outlined above regardless of mode of return. The only change will be the method of assessing students, as discussed in section 2, above.

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

IEP Teams continued to convene IEP meetings virtually throughout the 2019-2020 school year during distance learning. Teams met with parents to: conduct annual reviews; discuss eligibility for extended school year (ESY) services; placement determinations; review evaluations and determine ellibility, as well as progress reviews.

In June, 2020, each family received reports which described progress made on each goal detailed within their son/daughter's IEP.

In addition to conducting annual IEP meetings, pursuant to 34 C.F.R § 300.322(a), the Burrillville School District shall continue to schedule meetings within ten (10) school days of a request by the parent or the LEA to meet to review the child's IEP in partnership with teachers and parents reflective of the evolving needs of the child.

For the 2020-2021 school year, IEP Meetings will continue to be conducted virtually. Parents will be given the option to meet in person if they choose to do so.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

There will be no adjustments for a partial or limited return.

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

Professional learning will be a critical factor in the success of the coming school year. Prior to the start of the year, the district will identify two or three key PD areas for all teachers that must

be addressed as soon as possible in anticipation of a return to a partially or fully virtual environment. These will most likely be around safety/hygiene practices, social/emotional and culturally responsive practices, and rigor/best practices for virtual instruction.

The Burrillville School Department recognizes that its employees are dedicated professionals who have a strong sense of the kind of professional development they most need. We will survey our teachers, administrators, and staff to gather their feedback about professional development offerings. Then, much as we have done with our district PD days in the past, we will provide a menu of supports and ask teachers to choose those best suited to their needs, with priority given to the district focus areas. We will engage outside supports to provide this PD (New England Basecamp, for example) and experts within our district as well. Professional Days will also include time for teachers to collaborate with their departments/grade level teams to help mitigate the workload of planning for both virtual and in-person instruction and to align their practices for consistency.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

There will be no adjustments for a partial or limited return.

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

Trauma informed teaching, social-emotional learning, restorative practices, and culturally responsive education are areas that were all identified as needs among our staff during the last months of the 2019-2020 school year. Professional development offerings were provided (**need to link a document here**) for teachers who wanted to engage in them virtually in May and June. Similar offerings will be provided to teachers in the 2020-2021 school year. These will be among a menu of choices that teachers may select from, but the district will identify them as priority PD areas.

The district has compiled the following resources to utilize during the PD days provided in the 2020-2021 school year calendar. These may be self directed, facilitated by district staff, or facilitated by outside agencies.

**Trauma:**

- BRIDGE-RI course offerings - all free and online: <https://mtssri.org/course/index.php>
- Bradley Hospital Mental Health First Aid <https://www.lifespan.org/centers-services/mental-health-first-aid>
- Adoption RI: They provide a PD to educators that includes partnerships with others They explained RIDE's Social and Emotional Learning Standards as well as the national program of Mental Health First Aid. The Coordinator of Clinical Services, Wendy Sousa, MSW, gave the overview of what trauma is, what it looks like in students, and how it can affect their education. She has presented to doctors at both RI and Hasbro Hospitals as well as for workers at the RI Department of Health. Others from ARI conducted workshops on strategies for the elementary level, strategies for the secondary level, Mindfulness, and adult self-care for the teachers, contact [mcaswell@adoptionri.org](mailto:mcaswell@adoptionri.org) for more information

## Social Emotional Learning:

- [https://drive.google.com/file/d/1M5-Mwu6cle6IK1BGkUUbMkHDVQOEw\\_DH/view?usp=sharing](https://drive.google.com/file/d/1M5-Mwu6cle6IK1BGkUUbMkHDVQOEw_DH/view?usp=sharing)
- Adoption RI, contact [mcaswell@adoptionri.org](mailto:mcaswell@adoptionri.org) for more information, see above for additional info.
- [Conscious Discipline Resources](#)

## Restorative Practices:

- Ellen Reinhardt BRIDGE-RI course offerings - all free and online: <https://mtssri.org/course/index.php>
- BRIDGE-RI course offerings - all free and online: <https://mtssri.org/course/index.php>. Courses on trauma, managing anxiety in the classroom, etc. See course offering catalog.

Additionally, the following links from the RIDOH website will be made available to all teachers and parents on the BSD Website:

- [Helping Children Cope](#)
- [Talk with your child or teen about the COVID-19 outbreak.](#)
- [Stop the Spread of Rumors](#)
- [Helping children cope with emergencies.](#)
- [Tips for Coping with Stress](#)

## PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:

There will be no adjustments for a partial or limited return.

10. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).

The Burrillville School Department values the input of all stakeholders in decision-making processes. We have engaged in surveying parents, students, and staff members several times over the past few months. After every survey, the data is collected and analyzed by the administrative leadership team and any relevant planning subcommittees, and incorporated into the planning for the next phase of instruction.

In the first of our two planned summer surveys, we had just over 1,000 responses from [families](#) (in a district of approximately 2,000 students) and responses from more than 80% of our [teachers](#) and [staff](#). These responses will inform our initial plan submission before July 17th, and a second, more detailed survey will inform decision making closer to the start of the school year, as updated guidelines and data become available. The school department is planning virtual parent and teacher forums at the end of July so that we can gather direct feedback from both groups, and so that our stakeholders will have the opportunity to ask questions and share concerns.

## PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:

There will be no adjustments for a partial or limited return.

11. *Develop a parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.*

**Prior to the start of school, virtual informational sessions will be available to parents.**

**Student Progress:** Progress reports (mid-quarter/mid-trimester) and report cards (at the end of each quarter/trimester) at all levels will continue to be shared with families regarding student academic progress. Families will continue to have access to Skyward at the middle and high school levels. Teachers will communicate with families on a regular basis regarding student progress.

**Changes in Health & Safety Guidelines:** The district will disseminate via email and social media and post throughout each building updated information and flyers regarding any changes in health & safety guidelines. Weekly updates to families will be shared.

**Distance Learning:** Schedules for distance learning, requirements and expectations of each school will be communicated with families via email, weekly updates, and social media.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:** This portion of the plan will not change, regardless of the return scenario.

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

The Burrillville School Department prides itself on the strong classroom and student culture which currently exists within our schools and further extends to our parents and families. We recognize, however, the need to recommit ourselves to this effort in light of the losses which the rapid shift to distance learning brought.

Though the start of a new school year typically involves the implementation of positive classroom norms and expectations, we will spend more time reviewing these to aid in the reentry process. Additionally, should we need to return to distance learning at some point during the school year, the online classroom norms will be clearly established and reviewed to help maintain our culture even when we are not physically together.

Our culture within the classroom will be maintained by practices such as:

- Naming/interacting with each student at the start of the day as a means of reinforcing their worth and encouraging their valued participation in the classroom
- Encouraging students' individuality with new ways for "socially distant" greetings at the door to the classroom (as well as in a virtual setting) by allowing them to do a little dance, use another language, "air" high five, etc.
- Supporting interaction among students through creative means that do not include shared manipulative materials or close working proximity. For example, utilizing an "invisible squishy ball"

that students can “toss” to each other to stimulate participation or allowing for group work through shared google documents

- Maintaining open communication among students and the teacher to ensure that learning goals are met and students feel safe and supported to reach their highest potential.

At the HS and MS levels, our well-established Connections screening process (a survey in which students and staff identify connections in the building) is a means for building bridges to struggling and disconnected students. The MTSS team reviews the data from the surveys and identifies the most appropriate person to reach out to students with social/emotional needs. If we are unable to administer a new survey due to a return to virtual instruction, the high school and middle school can use last year’s data until a new connections survey can be administered.

At the elementary level, we are able to implement a “reverse” connection screening process with teachers. Teachers at elementary level will be asked to name students/families with whom they feel they have a strong connection. Data can be used to support any students/families who are struggling or disengaged (e.g., the adult who named them can reach out to offer support).

Across all grade levels, we will ask teachers monthly to identify their “top 5” - the students about whom they are most concerned/kids who are disengaged, etc. Administrators and mental health can triage these and reach out to staff who have connections with those kids

Our relationships with parents will be strengthened through our efforts to:

- Collect data from parents about concerns they have about their child’s progress due to losses from last year’s shift in learning. This will be accomplished through multiple surveys throughout the summer and school year, posts on our district’s Facebook page, and our monthly coffee with the superintendent (whether virtually or in person).
- Provide open and frequent communication with parents that expresses both positive reinforcement of their child’s success as well as areas of concern.
- Ensure that parents’ concerns/needs are met if we need to shift to a virtual learning platform

Though some instructional time will be lost to allow for these efforts, cultivating a safe learning environment is critically important. Additionally, if/when we transition to virtual learning, these routines will help students to be able to interact with each other and retain that sense of community which is characteristic of the Burrillville School Department.

## **PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

Partial/Limited: When students are in school, connections with students will be made in person. If students are distance learning, contact will be made through Google Meet.

## 3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence		Subcommittee Responsible for Narrative/Evidence
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### Social-Emotional and Mental Health Support

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

### Social-Emotional and Mental Health Support Plan

#### ASSURANCES:

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

X	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X	Screen or evaluate students for mental health needs.
X	Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.

#### EVIDENCE:

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

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

Kim Pristawa email: pristawak@bsd-ri.net

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

Teachers will utilize time during CPT/Department meetings to plan together for full return, partial, limited and distance learning.

During faculty meetings through all types of openings, take time to do team building activities and build teacher morale.

RIDOH Behavioral and Mental Health resources:

<https://health.ri.gov/publications/resourcedirectories/mental-and-behavioral-health.pdf>

<https://health.ri.gov/publications/guidelines/coping-with-stress.pdf>

RIDE's menu of mental health resources:

<https://www.ride.ri.gov/StudentsFamilies/HealthSafety/MentalHealthResourcesforCOVID-19.aspx>

CDC resources:

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/stress-coping/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

NASP (National Association of School Psychologists) Resources:

[COVID-19 Resource Center](#)

[NASP & ASCA: School Reentry Considerations for Social-Emotional and Mental/Behavioral Health Supports](#)

[Mental Health Crisis/Emergency Resources](#)

[Local Counseling Resources](#)

[District Student Support Team](#)

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

There will be no adjustments for a partial or limited return.

Reopening Operations			
Provide Assurance	Submit Evidence		Subcommittee Responsible for Narrative/Evidence
<b>Facilities and Maintenance</b>			
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.	Safety/Hygiene/Emergency Response
x		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.	Safety/Hygiene/Emergency Response
x		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.	Safety/Hygiene/Emergency Response
x		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.	Safety/Hygiene/Emergency Response
x		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.	Safety/Hygiene/Emergency Response
<b>Operations (Budget, Staffing, Scheduling, Food Services)</b>			
	x	f. Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.	Operations Transportation/Food
	x	g. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.	Classroom Environment/Scheduling with Curriculum, Instruction, Assessment, and PD
	x	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.	Classroom Environment/Scheduling
x		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location	Operations Transportation/Food



		of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).	
<b>Transportation</b>			
x		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).	Transportation/Food
x		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).	Transportation/Food
	x	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.	Transportation/Food
x		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> <li>- Cleaning schedule</li> <li>- Maximum capacity based on RIDOH guidelines</li> </ul>	Transportation/Food
		n. Update bus routes, as needed.	Transportation/Food
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).	Transportation/Food
<b>Technology</b>			
		p. Designate a lead technology point of contact.	Technology
		q. Develop a return to school technology plan.	Technology
x		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.	Technology
		s. Survey families to determine technology needs	Technology
x		t. Develop process for inventory of technology: <ul style="list-style-type: none"> <li>- Students utilizing school devices at home</li> <li>- Faculty utilizing school devices at home</li> <li>- Return and sanitation of devices</li> <li>- Tracking computer issues</li> </ul>	Technology
<b>Family and Community Engagement (communication and partnerships)</b>			
	x	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)	Communication
x		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders,	Communication



		<i>school-based staff, school board, students, families, community members, central office staff, etc.</i>	
x		w. <i>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>	Communication
x		x. <i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>	Communication
		y. <i>Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.</i>	Communication

## Re-opening Operation Plan

### ASSURANCES:

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

X	<i>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.</i>
X	<i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X	<i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X	<i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X	<i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
X	<i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.</i>
X	<i>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.)</i>



X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
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. Calculate expected cost for technology needs.
X	Develop 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.
X	Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X	Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

**EVIDENCE:**

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

1. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.

Custodial staffing changes are needed to address the increased levels of disinfection and sanitization. In a full return model, we would need to hire an additional 26 custodians. Realizing that this is unrealistic, we have developed multiple scenarios to address this increased need. Options include the following: reassigning night shift custodians to day shift hours to assist with day time needs, hiring substitute custodians as needed, offering extensive overtime hours for custodians to address additional needs, and utilizing private cleaning companies(if necessary) to assist in cleaning buildings. We are in discussions with our custodial union (Council 94) to devise specific plans of action that will allow flexibility for custodial reassignments as needed.



There are no specific staff changes expected among teachers and teacher assistants. We do, however, anticipate that there may be instructional staff who need accommodations in the coming year due to underlying health conditions or other related issues. In those cases, we will work directly with the instructional staff and their union representation to provide reasonable accommodations and to match staff with new responsibilities that may develop as a result of this unique situation (monitoring students engaged in virtual learning on an online platform, for example). Our goal is to ensure that as many of our current staff can continue to work as possible.

Additionally, each school building will employ 2 building substitutes each school day to be used for classroom coverage or other needed classroom assignments. Each school building will develop individual plans if a scenario arises where there are substantial teacher absences and some classes are not covered.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

Same as above

2. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.

[ELEMENTARY sample schedule](#)

[BMS sample schedule](#)

[BHS sample schedule](#)

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:**

Our schedules for elementary, middle or high school will not change for partial or limited returns.

\*\*In a full return, weekly virtual days will be part of the existing schedule rotation.

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

Parents will be encouraged to provide transportation to school to the extent possible. For students in need of bus transportation, there will be a registration process to determine the number of students and the number of bus routes needed. Below is a link to the parent busing letter and a screening tool to be used prior to students boarding the bus.

[Parent Letter - Bus Registration](#)

[Screening Tool](#)

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:** Same as above.

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

In late June, surveys were set to families, teachers, and support staff. Participation rates were high. Links to key findings are below:

[Teacher Survey Data](#)

[Non-Certified Staff Survey Data](#)

[Family Survey Data](#)

Families, teachers, and support staff will be surveyed again in the beginning of August so that we can have more accurate data. Additionally, the district is planning virtual forums for parents and staff so that we can directly address any questions or concerns.

**PLAN ADJUSTMENTS FOR PARTIAL/LIMITED RETURN:** Same as above.