

LEA Reopening Planning Template

LEA Name:
Point of Contact:
Contact information:

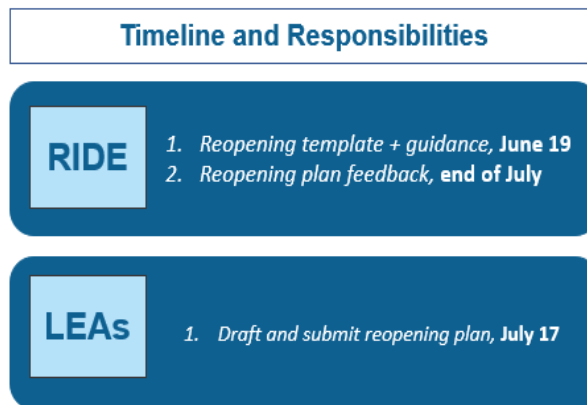
Introduction

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**
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.

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 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**.

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Face masks and coverings		
X		a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
X		b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
		d. Implement other procedures, as needed.
Social distancing and organizing personnel		
	X	e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into “pods” or “stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.
X		f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.
X		g. Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
		j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.
		k. Implement other procedures, as needed.
Responding to a positive case or outbreak		
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	X	m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.
X		n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: <ul style="list-style-type: none"> - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case - Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, “stable group” or “pod” in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning
	X	o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.

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

x		ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
		ff. Consult www.reopeningri.com/ , the RIDOH website, and the Governor’s Executive Orders on a weekly basis or whenever notified of the availability of new guidance
		ii. Stay in touch with key community partners regarding education and childcare specific guidance

Health and Safety Plan

ASSURANCES:

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

	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.
	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.).
	Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
	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.
	Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).
	Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
	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.
	Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	Prepare the district to respond to a positive case or outbreak in a school building or central office.
	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.
	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>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>
	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
	<i>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</i>
	<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>
	<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>
	<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>
	<i>Identify and review guidance specific to education and childcare on www.reopeningri.com/.</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.*

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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.*

<i>Full Name</i>	<i>Email Address:</i>

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

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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.

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.

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
		a. <i>Develop a Return to Instruction Workgroup</i>
	X	b. <i>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.</i>
	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>
		d. <i>Consider if and when students will still have access to non-core content (electives, etc.)</i>
	X	e. <i>Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.</i>
X		f. <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
	X	g. <i>Demonstrate comparable levels of rigor between online and in-person instruction.</i>
X		h. <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
X		i. <i>Develop system to continually monitor learning progress and loss.</i>
	X	j. <i>Determine changes to testing, grading, report cards, attendance, and promotion policies.</i>
Remediation and Intervention		
	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>
X		l. <i>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>
		m. <i>Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</i>
X		n. <i>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>
Special Education Services		

	X	o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X		p. Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings).
X		q. Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?
Staff Supports		
	X	r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
X		u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X		v. Map what technical assistance and support will be offered during all reopening scenarios.
X		w. Assess 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).
Family and Community Engagement (communication and partnerships)		
	X	x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).
X		y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.
	X	z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.
	X	aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:

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

	<i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
	<i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
	<i>Develop system to continually monitor learning progress and loss.</i>
	<i>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>
	<i>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>
	<i>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>
	<i>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?</i>
	<i>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
	<i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
	<i>Map what technical assistance and support will be offered during all reopening scenarios.</i>
	<i>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).</i>
	<i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</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 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.

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.

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

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

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

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.

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

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

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

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).

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.

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

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

Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

<input type="checkbox"/>	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
<input type="checkbox"/>	Screen or evaluate students for mental health needs.
<input type="checkbox"/>	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.

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

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Reopening Operations

Provide Assurance	Submit Evidence	
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Facilities and Maintenance

X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.
X		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.

Operations (Budget, Staffing, Scheduling, Food Services)

	X	f. Develop a high-level picture of the district budget for this upcoming 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.
	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.
	X	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.
X		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).

Transportation

X		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).



	X	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.
X		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Cleaning schedule - Maximum capacity based on RIDOH guidelines
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).
Technology		
		p. Designate a lead technology point of contact.
		q. Develop a return to school technology plan.
X		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.
		s. Survey families to determine technology needs
X		t. Develop process for inventory of technology: <ul style="list-style-type: none"> - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues
Family and Community Engagement (communication and partnerships)		
	X	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)
X		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
X		w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X		x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.
		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

Re-opening Operation Plan

ASSURANCES:

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

	<p><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></p>
	<p><i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i></p>
	<p><i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i></p>
	<p><i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i></p>
	<p><i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i></p>
	<p><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></p>
	<p><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></p>
	<p><i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i></p>
	<p><i>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</i></p>
	<p><i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i></p>
	<p><i>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.</i></p>
	<p><i>Develop process for inventory of technology.</i></p>
	<p><i>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.</i></p>
	<p><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></p>

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.

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.

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.

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).