

LEA Reopening Planning Template

LEA Name: Pathways Strategic Teaching Center
Point of Contact: Alena R. Marcotte, Director of Special Education
Contact information: amarcotte@trudeaucenter.org
401-615-2775

Message from the Superintendent/Director of Special Education:

In preparation for reopening school in the fall, our priority will be the health and safety of students and staff. We have been working with RIDE to develop a continuum of school-reopening scenarios, which balance prioritizing the health and safety of school communities with providing in-person instruction as soon as possible. We have developed several subcommittees (Health & Safety, Social Emotional and Mental Health, Instruction and Reopening Operations) to address the components of the reopening plan utilizing the guidance from RIDE and RI Department of Health. Our goal is to implement full in person instruction on Monday, August 31st with the safety measures outlined. We want to emphasize that this is a collaborative effort and encourage ongoing communication during this time. Please feel free to reach out with questions and feedback.

Thank you,

Alena Marcotte
Director of Special Education
Pathways Strategic Teaching Center

Vision and Guiding Principles for Re-opening:

Our Mission

Pathways is dedicated to providing state-of-the-art, scientifically validated, educational and treatment services.

Pathways relies on humane and ethical reinforcement-based teaching and treatment procedures to maximize learning outcomes.

Pathways assists individuals, families and educators in pursuing success in home, school and community settings.

Pathways is committed to training, education and human service professionals in state-of-the-art education and treatment practices and contributing to the scientific literature in autism education and treatment.

Our Vision

Pathways Strategic Teaching Center is an education and treatment program designed to maximize independence and enhance the lives of individuals with autism and other developmental disorders.

Pathways will adopt RIDE's guiding principles:

1) We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make.

2) We will be transparent. We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control.

3) We will be equitable. We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and communities what they need, knowing that our communities have been hit by the virus at different magnitudes.

4) We will listen. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.

5) We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change.

Strengths and Challenges from Spring 2020

The provision of distance learning during the spring and summer was initially a challenge for staff, students and families. This process evolved over time, incorporating various opportunities to increase student engagement. Students participated in a variety of group and individual sessions to address goals outlined in their IEP (story time, circle time, zones of regulation, art, sensory/movement group, chore group, snack group, virtual APE classes, breakfast/lunch group, gardening group, etc.). Some students demonstrated increased attention and work completion through distance learning when compared to traditional methods of instruction. This experience has provided opportunities for educators and related service providers to increase their capacity to be flexible in finding creative ways to engage students in learning.

Although some students excelled during distance learning, we recognize that this method of instruction may have not been ideal for all students. Coaching, consultation, and parent training was provided to address the needs of students unable to attend to virtual platforms for instruction. Behavioral challenges were also addressed through this format.

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.

Health and Safety (COVID-19 Control Plan)

Provide Assurance	Submit Evidence	

Face masks and coverings		
X		<p>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.</p> <ul style="list-style-type: none"> Laminated signs are posted (masks, social distancing, and symptoms) throughout the building and on the main entrance and side doors. Staff and Student Illness policy completed - mailed home to students (included with enrollment packet). Emailed to staff through paylocity. (See attached) https://www.dropbox.com/s/uwlok2yurmmkicj/students-staff%20COVID%20policy%20updated.pdf?dl=0
X		<p>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).</p> <ul style="list-style-type: none"> Determined the monthly supply of PPE needed per location and reviewed current inventory. We will monitor the number distributed daily and stockpile supplies. Nursing will coordinate with facilities and operations to order PPE as needed. Additional storage units and locations have been identified for PPE
X		<p>c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</p> <ul style="list-style-type: none"> See staff-student illness policy https://www.dropbox.com/s/uwlok2yurmmkicj/students-staff%20COVID%20policy%20updated.pdf?dl=0 See PPE video https://youtu.be/o8ZbMw40iLI
		d. Implement other procedures, as needed.
Social distancing and organizing personnel		
	X	<p>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.</p> <ul style="list-style-type: none"> See Social Distancing Policy https://www.dropbox.com/s/vqxf1i3dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0
X		<p>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.</p> <ul style="list-style-type: none"> See Social Distancing Policy https://www.dropbox.com/s/vqxf1i3dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0
X		<p>g. Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).</p> <ul style="list-style-type: none"> Markers will be placed in the hallway and other high traffic areas.

x		<p>h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</p> <ul style="list-style-type: none"> • See social distancing policy. Signs are posted through the building. https://www.dropbox.com/s/vqxf113dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0
x		<p>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.</p> <ul style="list-style-type: none"> • See social distancing policy https://www.dropbox.com/s/vqxf113dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0
		<p>j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.</p> <ul style="list-style-type: none"> • See social distancing policy https://www.dropbox.com/s/vqxf113dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0
		<p>k. Implement other procedures, as needed. – Developed specific crisis management procedures to include the use of guidelines from RIDE’s reopening FAQ. (See attached Safety-Care guidelines) https://www.dropbox.com/s/sofw7k1uyfmgpez/Safety-Care%20infection%20precautions%20for%20physical%20management.pdf?dl=0</p> <p>https://www.dropbox.com/s/q4taxcfsyip1jds/Safety%20Care%20policies%20Covid%2019.pdf?dl=0</p>
<p>Responding to a positive case or outbreak</p>		
x		<p>l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.</p> <ul style="list-style-type: none"> • See staff-student illness policy https://www.dropbox.com/s/uwlok2yurmmkicj/students-staff%20COVID%20policy%20updated.pdf?dl=0
	x	<p>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.</p> <ul style="list-style-type: none"> • Joy Pizarro, RN and Brittany Tattersal, RN
x		<p>n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include:</p> <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. Identified isolation rooms/areas - Closing a portion or entirety of the workspace for a thorough cleaning • Follow Agency COVID-19 Control Plan – (see attached) https://www.dropbox.com/s/x2nsf7n54a4buky/Trudeau%20Center%20COVID%2019%20Control%20Plan%2028002%29.pdf?dl=0

		<ul style="list-style-type: none"> • Close for 2-5 days, deep cleaning and disinfecting, distance learning provided during school closure • COVID-19 contact person will contact RIDOH for specific recommendations.
	X	<p>o. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.</p> <ul style="list-style-type: none"> • COVID-19 contact person will contact RIDOH for specific recommendations. Close for 2-5 days for deep cleaning/disinfecting, provide distance learning during closure. Families notified via letter, reverse call system, email. Follow guidelines in DOH playbook.
<h3>Minimizing access by COVID-19-positive or symptomatic individuals</h3>		
	X	<p>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.</p> <ul style="list-style-type: none"> • See staff-student illness policy https://www.dropbox.com/s/uwlok2yurmmkjcj/students-staff%20COVID%20policy%20updated.pdf?dl=0
	X	<ul style="list-style-type: none"> • 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. • Staff will complete screening form and temperature check upon arrival to school (See attached screening form and procedures for staff) - screening procedures were emailed to all staff https://www.dropbox.com/s/t7jl1f92bfauukx/Trudeau%20COVID-19%20Screening%20Tool%20-%207.3.20.pdf?dl=0 https://www.dropbox.com/s/yj80jb6heaqqw5a/Screening%20procedures%20final.pdf?dl=0 • Screening procedure for students: Parents to complete attestation form and send in with students (may be required prior to getting on the bus), temperature check upon entrance to school. Identified additional staff to assist with temperature check in the morning. (Nurse and BCBA in each building)
		q. Implement other procedures, as needed
<h3>Communication with staff and students</h3>		
	X	<p>r. 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.</p> <ul style="list-style-type: none"> • See staff-student illness policy https://www.dropbox.com/s/uwlok2yurmmkjcj/students-staff%20COVID%20policy%20updated.pdf?dl=0
	X	s. 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	t. 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

		<p>you will communicate this information to the other community members while respecting health privacy laws.</p> <ul style="list-style-type: none"> • See Procedure to stop the spread of COVID-19 https://www.dropbox.com/s/j44eiseak7t1na1/PROCEDURE%20TO%20PREVENT%20THE%20SPREAD%20OF%20COVID%2019.pdf?dl=0 • Contact COVID hotline from RIDOH for further guidance and recommendations. • Follow recommendations in DOH playbook
X		<p>u. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</p> <ul style="list-style-type: none"> • Correspondence will be translated, method and contents of communication - email, letters, reverse call system, etc.
X		<p>v. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</p>
		<p>w. Implement other procedures, as needed.</p>
<h3>Cleaning and decontamination</h3>		
		<p>x. 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.</p> <ul style="list-style-type: none"> • Signs posted in all locations
X		<p>y. 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.)</p>
		<p>z. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed. Administrative and clerical assistants will monitor supplies and consult with facilities and maintenance on ordering.</p>
X		<p>aa. 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.</p> <ul style="list-style-type: none"> • Bathrooms will be cleaned every 4 hours, other high touch areas to be cleaned based on CDC guidelines, even in stable groups
X		<p>bb. 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.</p> <ul style="list-style-type: none"> • Cleaning procedures reviewed with all staff – training provided – videos - updates from Training Committee. Cleaning stations located near high touch areas. Signs posted throughout the building. • See cleaning and disinfecting procedures https://www.dropbox.com/s/3r13g401ro70uv7/CLEANING%20AND%20DISINFECTING.pdf?dl=0 https://www.dropbox.com/s/qhdtlrvfgt9h9ue/Cleaning%20and%20disinfecting%20your%20building%20or%20facility%20if%20someone%20is%20sick.pdf?dl=0
		<p>cc. Implement other procedures, as needed.</p>

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

Health and Safety Plan

ASSURANCES:

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

x	Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
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	Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
x	Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
x	Develop a COVID-19 sick policy and communicate it to staff, students, and families.
x	Prepare the district to respond to a positive case or outbreak in a school building or central office.
x	Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.

x	Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.
x	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.
x	Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
x	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
x	Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)
x	Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
x	Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
x	Identify and review guidance specific to education and childcare on www.reopeningri.com/ .

EVIDENCE:

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

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.

- **See Social Distancing Policy**
<https://www.dropbox.com/s/vqxf1l3dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0>

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:
Joy Pizarro, RN3x	jpizarro@trudeaucenter.org
Brittany Tattersal, RN	btattersal@trudeaucenter.org



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

COVID-19 contact person will contact RIDOH for specific recommendations. Close for 2-5 days for deep cleaning/disinfecting, provide distance learning during closure. Families notified via letter, reverse call system, email. Follow guidelines in DOH playbook.

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.

- Staff will complete screening form and temperature check upon arrival to school (See attached screening form and procedures for staff) - screening procedures were emailed to all staff
<https://www.dropbox.com/s/t7jl1f92bfauukx/Trudeau%20COVID-19%20Screening%20Tool%20-%207.3.20.pdf?dl=0>
<https://www.dropbox.com/s/yj80jb6heaqww5a/Screening%20procedures%20final.pdf?dl=0>
- **Screening procedure for students:** Parents to complete attestation form and send in with students (may be required prior to getting on the bus), temperature check upon entrance to school. Identified additional staff to assist with temperature check in the morning. (Nurse and BCBA in each building)

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.

- **See Procedure to stop the spread of COVID-19**
<https://www.dropbox.com/s/j44eiseak7t1na1/PROCEDURE%20TO%20PREVENT%20THE%20SPREAD%20OF%20COVID%2019.pdf?dl=0>
- Contact COVID hotline from RIDOH for further guidance and recommendations.
- Follow recommendations in DOH playbook

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
		<p>a. <i>Develop a Return to Instruction Workgroup</i></p> <ul style="list-style-type: none"> Alena Marcotte, MS, BCBA, LBA - Director of Special Education Brian McGovern, BCBA, LBA - Supervising Behavior Analyst Mackenzie Milner, BCBA, LBA - Clinical Director Erin Boylan, BCBA, LBA - Supervising Behavior Analyst Alicia Matthews - Special Education Teacher Lori Johnson - Special Education Teacher Dana Haxton - OT Meghan Broz - SLP
	X	<p>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. IEP teams will identify students that were not assessed during distance learning for the annual IEP or reevaluation meeting. Each team member will determine whether additional assessments are needed. Results from assessments and daily data collection will be used to inform instruction and amend IEP goals as appropriate.</i></p> <p><i>(See attached link)</i> https://www.dropbox.com/s/Oiljqsbgcaeibom/evaluation%20amendment%20document.pdf?dl=0</p>
	X	<p>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. Follow current protocol, review daily data based on lesson plans, implement procedural changes as applicable, random rotation (mastered skills), modifications to community-based goals or amending based on limited access to the community.</i></p>
		<p>d. <i>Consider if and when students will still have access to non-core content (electives, etc.) Art - explore use of virtual instruction for all classrooms, rather than in person instruction in order to maintain stable groups.</i></p>
	X	<p>e. <i>Identify the ways in which distance learning in the fall will be different from and/or similar to the spring. Distance learning opportunities will be available to high risk/vulnerable students based on medical documentation. In order to maintain stable groups, some related services lessons and art instruction will be delivered through virtual platforms. IEP meetings will continue through a virtual platform.</i></p>
X		<p>f. <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements. Continue with current web-based programs: Unique Learning, News2You, Reading A to Z, Boom Learning, Epic Books, IXL and Realize Language, Virtual Job Shadow, Epic Books, Starfall and BrainPop.</i></p>



		Curriculum options are aligned to state standards/essential elements, aligned to IEP goals and utilize differentiated instruction.
	X	<p>g. Demonstrate comparable levels of rigor between online and in-person instruction. Individualized distance learning plans were developed for each student, modified lesson/materials to facilitate implementation in the home, flexible schedules/night session, multiple methods of delivery (websites, vides, hard copies of materials, zoom, etc.). Coaching and training for parents on implementation of lessons. Evidence: Youtube channel – sample distance learning plan; sample student schedule, service logs (addendums), newsletters, attendance logs.</p> <p>(See attached link) https://www.dropbox.com/s/s4ha24hkkeoumir/addendum%20document.pdf?dl=0</p>
X		<p>h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement. Individualized lesson plans which note mastery criteria and daily data collection in place for all students</p>
X		<p>i. Develop system to continually monitor learning progress and loss. Daily data collection, procedural changes, discussion during weekly clinics, monthly related service meetings, monthly parent meetings and consult with related services and behavior analysts.</p>
	X	<p>j. Determine changes to testing, grading, report cards, attendance, and promotion policies. N/A</p>
Remediation and Intervention		
	X	<p>k. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan. Developed screening tool for social-emotional needs, current protocol for academic supports is based on results of assessments, review of daily data, IEP goals, and discussions during related service meetings, clinics, and consultation. (See attached screening tool)</p> <p>https://www.dropbox.com/s/g66ppq1renqqk8j/Mental%20Health%20Welness%20Form%20for%20Students%202020.pdf?dl=0</p>
X		<p>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. (See attached list of programs and supports).</p> <p>https://www.dropbox.com/s/p7wg1kwikniqpor/INTERVENTION%20PROGRAMS%20AND%20SERVICES.pdf?dl=0</p>
		<p>m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning. All day –Pathways is a nonpublic, special education day school program, flexible hours as needed (evening sessions)</p>
X		<p>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. N/A – no changes to current group size or staffing needs</p>

Special Education Services		
	X	<p>o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs. IEP teams will identify students that were not assessed during distance learning for the annual IEP or reevaluation meeting. Each team member will determine whether additional assessments are needed. Results from assessments and daily data collection will be used to inform instruction and amend IEP goals as appropriate.</p> <p>(See attached link) https://www.dropbox.com/s/Oiljqsbgcaeibom/evaluation%20amendment%20document.pdf?dl=0</p>
X		<p>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). Due to stable grouping – related services may be provided remotely for some students rather than push in services, developing specific guidelines for assessments due to social distancing requirements.</p>
X		<p>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? PROMPT, community goals, transition goals, work trials were not provided during distance learning. Community goals will be reintroduced based on guidelines/restrictions. PROMPT speech services – compensatory services will be provided.</p>
Staff Supports		
	X	<p>r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members. Needs assessment identified the following trainings will be provided: Safety-Care, Unique Learning and News2You Training, Trauma Training, LAMP, PECS, Evidence-based teaching strategies, Data collection, object symbol training, overview of key trainings needed for staff, student/staff specific training, general behavioral strategies, new employee orientation, CPR, blood borne pathogens, PPE, cleaning & disinfecting, social distancing, program book training, RBT and small group instruction.</p> <ul style="list-style-type: none"> • See August Training Calendar https://www.dropbox.com/s/e2pbu8ek57fkq6b/August%202020%20Calendar.pub?dl=0
X		<ul style="list-style-type: none"> • Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness. Developed a Training Committee to identify training needs for staff, schedule trainings prior to school opening August 31st. • Brian McGovern, BCBA, LBA – Supervising Behavior Analyst • Holly Romanelli, BCBA, LBA – Lead Behavior Analyst • Natanielle Hatfield, BCBA, LBA – Lead Behavior Analyst • Mackenzie Milner, BCBA, LBA – Clinical Director • Joy Pizzaro, RN – Coordinator of Health Services – Pathways • Alicia Matthews – Special Education Teacher



		<ul style="list-style-type: none"> • Dana Haxton – Occupational Therapist • Meghan Broz – Speech Pathologist • Erin Boylan – Supervisory Behavior Analyst • Stacy Mahoney – Behavior Analyst • Robin Lowe – Supervising Consulting Behavior Technician • Michael Trudeau – Training Coordinator
	X	<p>s. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education. Trauma Training through Family Service of RI in August, EAP training, Safety-Care Training.</p> <ul style="list-style-type: none"> • Safety-Care (cultural responsiveness). – all staff during the month of August • Foundations of Trauma Informed Care - August 6th 2:00 to 5:15 • How the work impacts the Worker: Understanding Secondary Traumatic Stress and Fostering a Resilient Workforce – August 20th 1:00 to 5:30 • EAP - 30-min COVID-19 training that covers stress, anxiety, fear, selfcare, and an overview of EAP support services – August 27th 4:00-5:00
	X	<p>t. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources. Ongoing training on virtual platforms (zoom and Teams), training started in March, available on the YouTube channel, hard copies provided to families, in person, etc. The training committee will continue to assess the need for ongoing training and supports. Monthly training calendar is developed for parents and staff based on needs.</p> <ul style="list-style-type: none"> • See staff training calendar https://www.dropbox.com/s/e2pbu8ek57fkq6b/August%202020%20Calendar.pub?dl=0 • See parent training calendar https://www.dropbox.com/s/41ruyerj1liui98/August%20Parent%20Calendar%2020.pdf?dl=0
	X	<p>u. Map what technical assistance and support will be offered during all reopening scenarios. IT department and AT liaison available to provide support for families and staff. Purchased and loaned devices for staff and students to implement distance learning. Inventory of devices loaned, may need to obtain additional technology from districts or through CARES act – ESSER funding.</p>
	X	<p>v. 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).</p> <ul style="list-style-type: none"> • RIDE website - workplace screening tool for initial screening and self- assessment. • https://screening.mhanational.org/screening-tools/work-health-survey?ref=MHARI&ipiden=a801f7e80fa0749aa7c2c9bbc3548c15&show=1 • Monthly survey on training needs/ monthly training calendar.
Family and Community Engagement (communication and partnerships)		
	X	<p>w. 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).</p>

		<ul style="list-style-type: none"> • Summer Services Check Survey distributed to families in June. Reviewed results and modify distance learning programming based on feedback. (See attached) https://www.dropbox.com/s/87j22ogsxbsy7r3/PATHWAYS%20SERVICES%20SUMMER%20PROGRAM%20SURVEY.pdf?dl=0 • Developed staff survey – distributed on 7/20/20 (see attached) https://forms.office.com/Pages/ResponsePage.aspx?id=ivZag5IQw007LbORTs18Nff2Aekusi9ErlNpUWhV5bxUM081TTEwTE1SSTdTOFdSWk41SThIT1E0SS4u • Developed Parent survey regarding expectations for the fall - distributed on 7/13/20 (see attached) https://www.dropbox.com/s/9y3802uv11dsqfj/Pathways%20Parent%20Survey%20.pdf?dl=0
X		<p>x. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families. See staff - student illness policy https://www.dropbox.com/s/uwlok2yurmmkijc/students-staff%20COVID%20policy%20updated.pdf?dl=0</p>
	X	<p>y. Develop a school-level parent communication strategy to keep parents informed on (1) student progress – monthly parent meetings, electronic daily home notes, progress reports (2) changes in health and safety guidelines – email, letters (3) distance learning, as applicable. Email, letters, Teams, reverse call system</p>
	X	<p>z. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents. Monthly parent support group, social opportunities for distance learning throughout the summer, explore other virtual opportunities, virtual field trips, YouTube channel, etc.</p>

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.

IEP teams will identify students that were not assessed during distance learning for the annual IEP or reevaluation meeting. Each team member will determine whether additional assessments are needed. Results from assessments and daily data collection will be used to inform instruction and amend IEP goals as appropriate.

(See attached link)
<https://www.dropbox.com/s/Oiljqsbgcaeibom/evaluation%20amendment%20document.pdf?dl=0>



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.

Follow current protocol, review daily data based on lesson plans, implement procedural changes as applicable, random rotation (mastered skills), modifications to community-based goals or amending based on limited access to the community.

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

Distance learning opportunities will be available to high risk/vulnerable students based on medical documentation. In order to maintain stable groups, some related services lessons and art instruction will be delivered through virtual platforms. IEP meetings will continue through a virtual platform.

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

Individualized distance learning plans were developed for each student, modified lesson/materials to facilitate implementation in the home, flexible schedules/night session, multiple methods of delivery (websites, vides, hard copies of materials, zoom, etc.). Coaching and training for parents on implementation of lessons. Evidence: Youtube channel – sample distance learning plan; sample student schedule, service logs (addendums), newsletters, attendance logs.

(See attached link)

<https://www.dropbox.com/s/s4ha24hkkeoumir/addendum%20document.pdf?dl=0>

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

N/A

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.

Developed screening tool for social-emotional needs, current protocol for academic supports is based on results of assessments, review of daily data, IEP goals, and discussions during related service meetings, clinics, and consultation. (See attached screening tool)

<https://www.dropbox.com/s/g66ppq1renqqk8j/Mental%20Health%20Wellness%20Form%20for%20Students%202020.pdf?dl=0>

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

IEP teams will identify students that were not assessed during distance learning for the annual IEP or reevaluation meeting. Each team member will determine whether additional assessments are needed. Results from assessments and daily data collection will be used to inform instruction and amend IEP goals as appropriate.

(See attached)

<https://www.dropbox.com/s/Oiljgsbgcaeibom/evaluation%20amendment%20document.pdf?dl=0>

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

A training committee was developed with representatives from Pathways and Trudeau. Needs assessment identified the following trainings will be provided: Safety-Care, Unique Learning and News2You Training, Trauma Training, LAMP, PECS, Evidence-based teaching strategies, Data collection, object symbol training, overview of key trainings needed for staff, student/staff specific training, general behavioral strategies, new employee orientation, CPR, blood borne pathogens, PPE, cleaning & disinfecting, social distancing, program book training, RBT and small group instruction.

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

Trauma Training through Family Service of RI in August, EAP training, Safety-Care Training.

- Safety-Care (cultural responsiveness). – all staff during the month of August
- Foundations of Trauma Informed Care - August 6th 2:00 to 5:15
- How the work impacts the Worker: Understanding Secondary Traumatic Stress and Fostering a Resilient Workforce – August 20th 1:00 to 5:30
- EAP - 30-min COVID-19 training that covers stress, anxiety, fear, selfcare, and an overview of EAP support services – August 27th 4:00-5:00

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).

- Summer Services Check Survey distributed to families in June. Reviewed results and modify distance learning programming based on feedback.

(See attached)

<https://www.dropbox.com/s/87j22ogxbsy7r3/PATHWAYS%20SERVICES%20SUMMER%20PROGRAM%20SURVEY.pdf?dl=0>

- Developed staff survey – distributed on 7/20/20

(see attached)

<https://forms.office.com/Pages/ResponsePage.aspx?id=jvZag5lQw007LbORTs18Nff2Aekusi9ErINpUWhV5bxUM081TTEwTE1SSdTOFdSWk41SThIT1EOSS4u>

- Developed Parent survey regarding expectations for the fall - distributed on 7/13/20

(see attached)

<https://www.dropbox.com/s/9y3802uv11dsqfj/Pathways%20Parent%20Survey%20.pdf?dl=0>

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.

(1) monthly parent meetings, electronic daily home notes, progress reports (2) email, letters (3) email, letters, Teams, reverse call system

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

Monthly parent support group, social opportunities for distance learning throughout the summer, explore other virtual opportunities, virtual field trips, YouTube channel, etc.

3. Social-Emotional and Mental Health Support: Applies to all scenarios

- Full in-person, Limited/partial in-person and Full Distance Learning.

Provide Assurance	Submit Evidence	
Social-Emotional and Mental Health Support		
		<p>a. Establish a crisis response team focused on student and staff mental health and wellness.</p> <ul style="list-style-type: none"> • Alena Marcotte, MS, BCBA, LBA - Director of Special Education • Brian McGovern, BCBA, LBA - Supervising Behavior Analyst • Holly Romanelli, BCBA, LBA - Lead Behavior Analyst • Natanielle Hatfield, BCBA, LBA - Lead Behavior Analyst • Alex Boisvert, BCBA, LBA - Lead Behavior Analyst • Mackenzie Milner, BCBA, LBA - Clinical Director • Alex Grigorian, RN - Coordinator of Health Services - Trudeau Adult Residential Program • Joy Pizzaro, RN - Coordinator of Health Services - Pathways • Brittany Tattersal, RN - School Nurse - Pathways
	X	<p>b. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners. Alex Grigorian, RN, Coordinator of Health Services, Trudeau Adult Residential Program with support from Joy Pelosi, RN, Coordinator of Health Services - Pathways and Brittany Tattersal, RN, school nurse, Pathways</p>
X		<p>c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.</p> <ul style="list-style-type: none"> • Staff support: <ul style="list-style-type: none"> ○ monthly EAP newsletter, ○ RIDE website - mental health resources for staff provided via email (see list below) ○ Mental health screening measure - (see link below) ○ Provide staff training through Family Services of RI and EAP • Student support: <ul style="list-style-type: none"> ○ Bradley Hospital - suicide, screening prevention and response training for clinical and non-clinical staff



		<ul style="list-style-type: none"> ○ List of local mental health resources, clinicians with experience in autism identified (see attached link) https://www.dropbox.com/s/k9xhuot4g43bdd7/Mental%20Health%20Professionals%20with%20ASD%20Experience.pdf?dl=0 ○ Ongoing consultation with Dr. Pat Meinhold, Psychologist
X		<p>d. Screen or evaluate students for mental health needs. –</p> <ul style="list-style-type: none"> • Student mental health screening form (see attached link) https://www.dropbox.com/s/6o1c6oftpuyzbnu/Mental%20Health%20Wellness%20Form%20for%20Students%202020.pdf?dl=0
		<p>e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns. –</p> <ul style="list-style-type: none"> • Behavior Analysts will discuss and screen students weekly, then monthly as needed. Follow up will be provided to families regarding outside resources and supports, based on the results of screening measures. As needed consultation from community-based clinicians will be provided to staff.
X		<p>f. Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs. – see link for screening form below</p> <ul style="list-style-type: none"> • https://screening.mhanational.org/screening-tools/work-health-survey?ref=MHARI&ipiden=a801f7e80fa0749aa7c2c9bbc3548c15&show=1
		<p>g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns. (same as screening tool)</p> <ul style="list-style-type: none"> • https://screening.mhanational.org/screening-tools/work-health-survey?ref=MHARI&ipiden=a801f7e80fa0749aa7c2c9bbc3548c15&show=1 • Screening tool will be completed by staff prior to reopening. Monthly reminders on services, supports and screening tools will be provided via email.
	X	<p>h. Provide resources for staff self-care, including resiliency strategies and RIDE’s menu of mental health resources.</p> <ul style="list-style-type: none"> • RIDE mental health resources for staff provided via email (see list below) • Coastline EAP monthly newsletter, EAP - 30-min COVID-19 training that covers stress, anxiety, fear, selfcare, and an overview of EAP support services – August 27th 4:00-5:00 • Trauma training – August (Family Services of RI): <ul style="list-style-type: none"> ○ Foundations of Trauma Informed Care - August 6th 2:00 to 5:15 ○ How the work impacts the Worker: Understanding Secondary Traumatic Stress and Fostering a Resilient Workforce – August 20th 1:00 to 5:30

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.

[Alex Grigorian, RN, Coordinator of Health Services, Trudeau Adult Residential Program with support from Joy Pelosi, RN, Coordinator of Health Services - Pathways and Brittany Tattersal, RN, school nurse, Pathways](#)

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

- Coastline EAP monthly newsletter, EAP - 30-min COVID-19 training to address stress, anxiety, fear, selfcare, and an overview of EAP support services – August 27th 4:00 – 5:00
- Trauma training – August (Family Service of RI):
 - Foundations of Trauma Informed Care - August 6th 2:00 to 5:15
 - How the work impacts the Worker: Understanding Secondary Traumatic Stress and Fostering a Resilient Workforce – August 20th 1:00 to 5:30

[See attached list of resources from RIDE:](#)

RIDE RESOURCES FOR STAFF ON SELF-CARE, RESILIENCY AND MENTAL HEALTH

- Understanding the importance of taking care of ourselves during this stressful time, please check out the following video wellness sessions from [Pure Edge](#):
 - [Educator Self-Care](#)
 - [Family Self-Care](#)
 - [The Neuroscience of Stress and Strategies to Manage It](#)
 - [RIDE Social Emotional Learning \(SEL\) Resources](#)
 - [RIDE Distance Learning Resource](#)
 - [Mental Health America and COVID-19](#)
- Provides resources that include
- Tools to Connect with Others
 - Mental Health Screening Tools
 - Resources for Immediate Response
 - Webinars and Live Events
 - Resources for Domestic Violence, LGBTQ+, Veterans, Caregivers/Parents, Older Adults



- [CloseGap](#)

A free web-based portal that educators can use to assess the social emotional status of their students each day, and get them additional support if needed.

- [rethinkED](#)

This is an evidence-based program delivered on a digital platform and designed for easy implementation.

- [PBIS - Supporting Students During the Pandemic](#)

- Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS
- Supporting Families with PBIS at Home
- Creating a PBIS Behavior Teaching Matrix for Remote Instructions
- Getting Back to School after Disruptions: Resources for Making your School Year Safer, More Predictable, and More Positive

- [Mental Health Technology Transfer Center Network](#)

Contains webinars and resources for school mental health professionals and educators

- [New Teacher Center](#)

Community of Practice

- Social and Emotional Learning for Students and Educators
- Creating Equity for Students & Supporting Diverse Learners Through Virtual Learning
- Leveraging Instructional Leaders for Virtual Success
- The Institute for Innovation and Implementation at the University of Maryland
- [Five Essential Tips for Communicating with Your Audience During COVID 19](#)

WEBINARS:

- [New Teacher Center](#)

Supporting the Whole Child and Educator: Meeting Social-Emotional Needs Virtually with experts from Chicago Public Schools, CASEL, and The Chan Zuckerberg Initiative

- PureEdge

- [RIDE PureEdge Resource Page](#)

- CASEL CARES

So Now What? Supporting SEL at Home

- [Supporting SEL at Home Slides](#)

- [Supporting SEL at Home Recording](#)

- edWeb.net

- [Why a Districtwide Approach to SEL is our Best Hope for Managing COVID-19 Mandates for Home-Based](#)

- [Learning: A Case Study of RULER](#)

- [Beyond Content: Taking a Culturally Responsive Approach to Online Learning](#)

- PBIS Rewards

- [Using CICO to Connect with Students Digitally](#)

- [How to Use PBIS Rewards for Distance Learning](#)

RESOURCES FOR SCHOOL ADMINISTRATORS:

- Mental Health Association of RI

- [Behavioral Health Telehealth Fact Sheet](#)

- [RI Mental Health Resources](#)

- [Online Mental Health Screening](#)

- RI Licensed Community Mental Health Centers

- [Directory](#)

- Centers for Medicaid and Medicare Services

- [Medicare Telemedicine Healthcare Provider Fact Sheet](#)

- RI Executive Office of Health and Human Services
- [COVID 19 TeleHealth Delivery Policy and Procedure Guidance for RI Medicaid](#)
- [National Center for School Mental Health](#)

Provides Resources for:

- Telehealth Policies to Support School Mental Health
- Including Tiered Intervention Resources for distance learning
- School Support
- Students and Families

RESOURCES TO SUPPORT TRANSITION BACK TO SCHOOL:

- [The Center at UCLA](#)
- Plan Ahead to Support Transition back – of Students, Families, and Staff
- Center for School Mental Health
- [Trauma Responsive Schools Implementation Assessment](#)
- National Center on Safe and Supportive Learning Environments
- [Trauma Sensitive Schools Training Package](#)

Reopening Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		<p>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.</p> <ul style="list-style-type: none"> PPE (masks, gowns, gloves, goggles, face shields, etc.) – Current inventory and monthly supply determined. (inventory and ordering will be coordinated by nursing and facilities & maintenance) Cleaning supplies: hand sanitizer, soap, Disinfecting spray/wipes - Current inventory and monthly supply determined. (supply need and ordering will be coordinated by administrative/clerical staff and facilities & maintenance)
X		<p>b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</p> <ul style="list-style-type: none"> Utilize Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes - CDC In person training and web-based training will be provided to all staff on cleaning and disinfecting procedures. https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf https://www.epa.gov/pesticide-registration/six-steps-safe-effective-disinfectant-use https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html https://www.youtube.com/watch?v=ti7QnbFjCSl
X		<p>c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</p> <ul style="list-style-type: none"> Additional staff needed to clean - Bathrooms, vans, apartment, kitchen, lobby, etc. – contract with outside agency
X		<p>d. Establish procedures for entering the school building for teachers, students, visitors, vendors.</p> <ul style="list-style-type: none"> See screening procedures for staff and social distancing policy https://www.dropbox.com/s/yj80jb6heaqww5a/Screening%20procedures%20final.pdf?dl=0 https://www.dropbox.com/s/vqxf1l3dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0
X		<p>e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</p> <ul style="list-style-type: none"> Frequency of emergency drills is based on RIDE requirements – 15 a year.

		<ul style="list-style-type: none"> Stable Groups will remain 14 feet apart outdoors.
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. NA
	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. No changes to current staffing plan with the exception of contracting with an outside agency for cleaning and disinfecting during the school day.
	X	<p>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.</p> <ul style="list-style-type: none"> See sample staff student schedule (full in person, partial/limited in person and distance learning) <p>https://www.dropbox.com/s/9zn2uyvkt4c64mu/Sample%20Staff_Student%20schedule.pdf?dl=0</p> <p>All policies and procedures outlined in the reopening plan will be implemented for all three scenarios as applicable</p>
X		<p>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.).</p> <ul style="list-style-type: none"> Coordinated with Aramark/Warwick Public Schools and Sodexo/Coventry Public Schools.
Transportation		
X		<p>j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).</p> <ul style="list-style-type: none"> see social distancing policy <p>https://www.dropbox.com/s/vqxf1l3dot05g3b/Pathways%20Social%20Distancing%20Policy%20final.pdf?dl=0</p>
X		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation). N/A
	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. N/A
X		<p>m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. N/A</p> <ul style="list-style-type: none"> Cleaning schedule Maximum capacity based on RIDOH guidelines
		n. Update bus routes, as needed. N/A
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.). N/A
Technology		

		<p>p. Designate a lead technology point of contact.</p> <ul style="list-style-type: none"> Michael Dizio, COTA, AT Specialist
		<p>q. Develop a return to school technology plan.</p> <ul style="list-style-type: none"> See technology plan https://www.dropbox.com/s/jc6a68vn4j5jzmf/Technology%20plan.pdf?dl=0
X		<p>r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.</p> <ul style="list-style-type: none"> See technology plan https://www.dropbox.com/s/jc6a68vn4j5jzmf/Technology%20plan.pdf?dl=0
		<p>s. Survey families to determine technology needs</p> <ul style="list-style-type: none"> see parent survey https://www.dropbox.com/s/9v3802uv11dsqfj/Pathways%20Parent%20Survey%20.pdf?dl=0
X		<p>t. Develop process for inventory of technology:</p> <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 <ul style="list-style-type: none"> See technology plan https://www.dropbox.com/s/jc6a68vn4j5jzmf/Technology%20plan.pdf?dl=0 IPad/electronic device release of liability and loan agreement https://www.dropbox.com/s/fok1ww7xl0y0upf/iPad%20Release%20of%20Liability%20and%20loan%20agreement%202020-2021.pdf?dl=0
Family and Community Engagement (communication and partnerships)		
	X	<p>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)</p> <ul style="list-style-type: none"> see staff and parent survey https://forms.office.com/Pages/ResponsePage.aspx?id=jvZag5lQw007LbORTs18Nff2Aekusi9ErINpUWhV5bxUM081TTEwTE1SSTdTOFdSWk41SThIT1E0SS4u https://www.dropbox.com/s/9v3802uv11dsqfj/Pathways%20Parent%20Survey%20.pdf?dl=0
X		<p>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.</p> <ul style="list-style-type: none"> Trudeau Board Members – monthly report Pathways plan posted on website Ongoing communication and collaboration with Trudeau administration/staff and Pathways staff

X	<p>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.</p> <ul style="list-style-type: none"> • Parent surveys, distance learning and reopening letters/updates to parents via email and mail.
X	<p>x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</p> <ul style="list-style-type: none"> • Results from surveys will be reviewed by the reopening committee and used to inform decisions. Emails and calls from parents are addressed by school leaders and administration.
	<p>y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.</p>

Re-opening Operation Plan

ASSURANCES:

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

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X	Establish procedures for entering the school building for teachers, students, visitors, vendors.
X	Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.
X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	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.

No changes to current staffing plan with the exception of contracting with an outside agency for additional cleaning and disinfecting during the school day.

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

- See sample staff student schedule (full in person, partial/limited in person and distance learning)

https://www.dropbox.com/s/9zn2uyvkt4c64mu/Sample%20Staff_Student%20schedule.pdf?dl=0

All policies and procedures outlined in the reopening plan will be implemented for all three scenarios as applicable.

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.

N/A

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).

- **see staff and parent survey**
<https://forms.office.com/Pages/ResponsePage.aspx?id=jvZag5IQw007LbORTs18Nff2Aekusi9ErINpUWhV5bxUM081TTEwTE1SSTdTOFdSWk41SThIT1EOSS4u>

<https://www.dropbox.com/s/9y3802uv11dsqfj/Pathways%20Parent%20Survey%20.pdf?dl=0>