LEA Back to School Back-to-School Plan

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Phone Number: 401-792-9450

Introduction

1. Message from the Superintendent / LEA Leader

   Message from the Superintendent

Dear Narragansett School Community,

I am excited for our full return to school and in-person learning on Wednesday, September 8th, and I know our teachers, administrators, and support staff are all looking forward to reconnecting with our students and families. Unfortunately, it is again necessary to put public health precautions in place for the first part of our school year due to the current local and national spike in Covid-10 cases, but we do so knowing that these mitigation strategies keep our children safe and enable us to keep schools open for in-person learning.

We have learned a great deal over the past 18 months, and have made adjustments to our practices in response to new data, scientific evidence, and guidelines from the Department of Health and CDC. Detailed below in this summary and in the following back to school plan are some key areas of information that will allow all students and staff to remain as safe as possible while also supporting the academic, social, and emotional learning experiences so critical to each student's growth and development.

Masks:

Since the beginning of the pandemic, the Narragansett School System has adhered to the recommendations and requirements of the CDC and the Rhode Island Department of Health. This week, Governor McKee and the Rhode Island Department of Health announced a masking requirement for all public schools in Rhode Island. Additionally, this week the Narragansett School Committee approved a policy requiring masks when community transmission rates (i.e., in the Town of Narragansett) are at the moderate, substantial, or high levels as defined by the CDC below:
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Low Transmission</th>
<th>Moderate Transmission</th>
<th>Substantial Transmission</th>
<th>High Transmission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Blue</td>
<td>Yellow</td>
<td>Orange</td>
<td>Red</td>
</tr>
<tr>
<td>Total new cases per 100,000 persons in the past 7 days</td>
<td>0-9.99</td>
<td>10-49.99</td>
<td>50-99.99</td>
<td>≥100</td>
</tr>
<tr>
<td>Percentage of PCR/NAAT tests positive in the past 7 days</td>
<td>&lt; 5.0%</td>
<td>5.0%-7.99%</td>
<td>8.0%-9.99%</td>
<td>≥10.0%</td>
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Our local mask policy is linked here. However, state requirements supersede local policy in all matters of public health.

The most recent local data can be found at the following link: [https://ridoh-covid-19-response-city-town-data-rihealth.hub.arcgis.com/](https://ridoh-covid-19-response-city-town-data-rihealth.hub.arcgis.com/). Week by week data is available on the “RIDOH Covid 19 Data” at the bottom of that webpage, also linked here.

Unfortunately, Narragansett is currently defined as being in high transmission (red), and I do not anticipate a decrease in the rate of transmission before the start of school. Per the Governor’s executive order, all faculty, staff, and students, regardless of vaccination status, are currently required to wear face masks when entering a district facility or attending school.

During sports and related activities, all athletes must follow the athletic guidance from the Rhode Island Principals’ Committee on Athletics, the Rhode Island Interscholastic League and the CDC based on the requirement of their individual sport. The fall guidelines can be found at the following link: [RIIL Covid Information Fall 2021](#)

Masks/face coverings are required to be worn by everyone on the bus during school bus transportation by federal order unless guidance is updated.
Vaccination:

All eligible students should consider vaccination against Covid-19—it is the best defense against infection and severe illness due to the virus. Information regarding vaccination can be found at: https://covid.ri.gov/vaccination/covid-19-vaccine-faqs

The Narragansett School system will offer additional vaccination clinics when students under age 12 become eligible.

Students and staff should provide proof of vaccination status to the school nurse teacher assigned to their respective building(s). Failure to provide proof of vaccination will result in the individual being considered unvaccinated for the purposes of contact tracing or other public health requirements.

You may physically bring in your (or your child’s) card to the school nurse and verify vaccination status or a photocopy or picture of a vaccination record can be sent to our nurses at the following email addresses:

NHS: Mrs. Field, kfield@nssk12.org
NPS: Mrs. Fair, mfair@nssk12.org
NES: Mrs. Oberheu, soberheu@nssk12.org

Stay Home When Sick:

One of the most critical layers of protection for our entire community is a general commitment from students, parents, and staff to stay home when sick or after having been potentially exposed to Covid-19. We ask that families, students, and staff screen for symptoms of illness and stay home if feeling sick. According to the CDC:

People with COVID-19 have had a wide range of symptoms reported—ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
● Sore throat
● Congestion or runny nose
● Nausea or vomiting
● Diarrhea

Please stay home and contact your physician if you exhibit any of the above symptoms.

**Virtual/Distance Learning:**

At this time, students who are sick or may be quarantined will be able to keep up with class through asynchronous learning, similar to what happened during professional development days last year. Teachers will continue to post assignments and resources for students who cannot attend in-person for a short period of time (less than 10 days). For an extended illness, please contact your school principal to craft a plan that meets your student's needs. Staying home when feeling ill is considered an excused absence and will not negatively impact a student’s grade.

Unless there is a (highly unlikely) scenario of an entire class or school being quarantined, we will not be “zooming” into classes this year on a daily basis. The benefits of in-person learning vs. accessing class over a screen have been widely documented, and, while we have the capacity to return to that format in an emergency situation, we are focused on in-person learning for the coming school year.

**Testing:**

We will continue to have regular testing of unvaccinated students to prevent the spread of covid-19. Vaccinated students are exempt from testing unless requested. Similar to the Spring season, unvaccinated student-athletes will be required to test weekly to participate in sports.

**Sports:**

At this time, we anticipate that all sports at the middle and high school levels will have a fall season. Unvaccinated athletes must take part in weekly covid-19 screening tests in order to be eligible for participation. Please see [https://www.riil.org/](https://www.riil.org/) for specific Interscholastic League information.

**Busing and School Start Times:**

Unlike last year, there is no longer a restriction on the number of students who may ride on a bus. If a student did not ride the bus last year but would like to do so this year, please contact our transportation department at 792-9440 or mgray@nssk12.org.

Per Federal regulation, all students and staff must wear masks while riding the bus.
A reminder that our school start times have been adjusted for the coming school year. Both the high school and middle school will begin at 8:00 AM and will share a bus run, and the elementary school will begin at 9:00 AM.

Lunches

We will be again using both indoor and outdoor space to enable students to eat lunch. At NES, students will use the cafeteria this year rather than eating in their classrooms.

Breakfast and lunch will again be without cost for the “standard” meal of the day for all students as a part of the Federal school lunch program response to the pandemic.

Finally, I would like to again thank you for your support of our students and staff throughout the pandemic. Your investment in the success of our schools and willingness to make adjustments and give feedback has enabled us all to return to school as safely as possible. If we all work together and take proper precautions, I am confident we will be able to maintain in-person learning. I look forward to the start of another great school year, and hope you all have the opportunity to fully enjoy these final days of Summer!

Sincerely,

Peter J. Cummings, Ed.D
Superintendent

2. Vision and Guiding Principles for Back-to-School Operations:

To support all stakeholders in reopening schools, Narragansett will follow eight guiding principles for the planning, decision-making, and execution of returning to school:

1. We will prioritize the health, safety, and well-being of our school community above all else.
2. We will be transparent in our communication. 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 intentional about matters of equity and begin by addressing the needs of our most vulnerable student populations. 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.
4. We will build on our strengths, including our technology resources and the size of our community, to ensure that all students have access to high quality instruction and personalized support from adults including extended learning opportunities and high quality materials.
5. We will universally screen all students and align resources to need.
6. We will improve and support student transitions across grades and programs.
7. We will listen to and prioritize student, staff, and parent/caregiver voices by building in regular opportunities for reflection and feedback.
8. We will ensure that our district and school plans are sustainable and consider the mental, physical, and social/emotional needs of the school community SEL Roadmap Resource.

3. Strengths and Challenges from the 2020-2021 School Year

The Narragansett School System has engaged in a comprehensive review and analysis of our performance during the 2020-2021 School Year. Based on our Continuous Improvement Process as outlined in our District Development Plan and School Development Plans, our Reopening Design Team has engaged in gathering feedback and analyzing performance to build on lessons learned during last school year. We sought input and feedback from multiple stakeholders including parents, students, and staff. Samples of surveys we sent include: Sample of parent survey, Sample of student survey, Sample of staff survey, Copy of Summer 2021 parent input survey.

Overall, the patterns of feedback across multiple stakeholder groups revealed the following areas of strength and areas for growth:

Strengths:
- Communication
- Covid-19 Mitigation Strategies
- Rapid response to changing conditions
- Teacher / administrator relationships with students and families
- Technology platform grades 5-12
- 1:1 computer access
- Tutoring and intervention programs

Areas for growth:
- Consistency of instructional approach across and among grade levels and schools
- For some faculty, transitioning learning tasks from in person approach to distance learning approach
- Consistent expectations for attendance and participation in distance learning context
4. Critical Components of the Back-to-School Plan (included in tables below)

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

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

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

- **Evidence** - actions and items LEAs should incorporate into plans and **need to be submitted to RIDE** through narratives or other artifacts. In the template below, LEAs will use the blank boxes to type plans or attach/link to relevant materials.

- **Guidance** - items that should be considered and incorporated into plans but do not need to be submitted to the state.

LEAs are required to plan for a full in-person scenario. In this document, please provide responses based on full in-person instruction.
# Health and Safety (COVID-19 Control Plan)

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<th>Submit Evidence</th>
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## Promoting vaccination
- **x** a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.

## Physical distancing
- **x** b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
- **x** c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
- **x** d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
- **x** e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.

## Face coverings
- **x** f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.
- **x** g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
- **x** h. Refer to CDC guidance for the use and care of masks.

## Minimizing access by COVID-19-positive or symptomatic individuals
- **x** i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
- **x** j. Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.

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

## Cleaning, disinfection, and hand hygiene
- **x** l. Utilize CDC guidance for cleaning, disinfection, and hand hygiene.

## Responding to staff and students who are sick
- **x** m. Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
- **x** n. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up.
related to outbreak containment. Identify this representative to RIDE. Please include a cell phone number.

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| X | o. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC’s [What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School](https://www.cdc.gov/coronavirus/2019-ncov/schools/what-to-do-student-sick.html) flowchart.

### Communication with staff and students

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| x | q. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
| x | r. Post signs or posters describing the district’s policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
| x | s. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
| x | t. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
| x | u. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

### Health and Safety Plan

**ASSURANCES:**

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

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| X | Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
| X | Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
| X | Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
| X | Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
| X | Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.
| X | In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
Refer to CDC guidance for the use and care of masks

Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.

Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).

Utilize CDC guidance for cleaning, disinfection, and hand hygiene.

Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.

Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC’s What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.

Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.

Post signs or posters describing the district’s rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.

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.

Communicate information to staff, students, and families in their preferred language or easiest mode of communication.

Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

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EVIDENCE:

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

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

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>Steve Gormley</td>
<td><a href="mailto:sgormley@nssk12.org">sgormley@nssk12.org</a></td>
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<td>Cell Phone Number:</td>
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<td>401-345-6993</td>
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http://nssk12.org/
## Instruction

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### Instruction

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

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

- **c.** Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.

- **d.** Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.

- **e.** Develop a system to continually monitor learning progress and loss.

- **f.** Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.

### Remediation and Intervention

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

- **h.** Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.

### Special Education Services

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

### Staff Supports

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

- **k.** Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

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

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

n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.

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

Instructional Plan

ASSURANCES:

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

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

EVIDENCE:

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

1. Develop a plan for assessing students’ learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual learners and differently-abled students.
Link to the District Assessment calendar for this school year: [Narragansett Assessment calendar by school](#).

Please note that this plan is for ALL NSS students including multi-language learners and differently-abled students. Additional progress monitoring assessments are given to students who do not perform well on screenings.

Should we have limited in person sessions due to COVID, we have the I-Ready platform which allows us to assess the students in a virtual setting as well as the Zoom platform which would allow teachers to assess 1-1 if needed for further diagnosis or data.

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

   This year we started Spring and Summer “learning academies” [Overview of NSS Learning Academies](#) to provide tutoring to students who fell significantly behind (all students were included who fell behind – students with IEP/ELL). After we do our Fall screening, we will determine if we need to offer these academies again during the 21-22 academic year.

   All three schools will have math and reading interventionists in place this year for supporting students who fall behind and/or are significantly below benchmark with our screening tool (i-ready) as well as other sources of data.

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

   In our schools, administrators and teachers review data of our students on a regular basis which includes our universal screening data, state testing, classroom assessments, and work completion. At our data review meetings, interventions may be changed or discontinued based on progress monitoring data.

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

   Throughout the COVID school year, we sought input and feedback from multiple stakeholders including parents, students, and staff. Samples of surveys we sent include: [Sample of parent survey](#), [Sample of student survey](#), [Sample of staff survey](#), [Copy of Summer 2021 parent input survey](#).

   Key takeaways included: our community for the most part appreciated our efforts during these unprecedented times (the links above provide the actual feedback from stakeholders).
3. Social-Emotional and Mental Health Support

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Social-Emotional and Mental Health Support

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<td>b. Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.</td>
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<td>c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students’ mental health and wellbeing.</td>
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<td>d. Screen or evaluate, and continuously monitor students for mental health needs.</td>
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<td>e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.</td>
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<td>f. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</td>
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<td>g. Provide resources for staff self-care, including resiliency strategies and RIDE’s menu of mental health resources.</td>
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Social-Emotional and Mental Health Support Plan

ASSURANCES:

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EVIDENCE:

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

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

Melissa Denton, Director of Special Education: mdenton@nssk12.org
**Reopening Operations**

<table>
<thead>
<tr>
<th>Provide Assurance</th>
<th>Submit Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilities and Maintenance</strong></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td><strong>a.</strong> 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.</td>
</tr>
<tr>
<td>X</td>
<td><strong>b.</strong> Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</td>
</tr>
<tr>
<td>X</td>
<td><strong>c.</strong> Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</td>
</tr>
<tr>
<td>X</td>
<td><strong>d.</strong> Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).</td>
</tr>
<tr>
<td><strong>Operations (Budget, Staffing, Scheduling, Food Services)</strong></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td><strong>e.</strong> Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.).</td>
</tr>
<tr>
<td>X</td>
<td><strong>f.</strong> Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/equipment adjustments, staffing needs, staff training, etc.).</td>
</tr>
<tr>
<td>X</td>
<td><strong>g.</strong> Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td><strong>h.</strong> Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).</td>
</tr>
</tbody>
</table>
| X                  | **i.** Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.  
  - Mask requirement (by federal order)  
  - Seating charts, with assigned seats as much as possible  
  - Cleaning schedule  
  - Open windows when safe and feasible |
| **Technology** | |
| X                  | **j.** Designate a lead technology point of contact. |
| X                  | **k.** Develop a return to school technology plan. |
| X                  | **l.** Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. |
| X                  | **m.** Survey families to determine technology needs. |
| X                  | **n.** Develop and revise process for inventory of technology, as needed. |

**Family and Community Engagement (communication and partnerships)**
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.

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<td>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.)</td>
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<td>X</td>
<td>Develop and revise process for inventory of technology.</td>
</tr>
<tr>
<td>X</td>
<td>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.</td>
</tr>
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EVIDENCE:

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

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

NSS will continue to work with our stakeholders on our return to school plan and will review every 6 months or sooner if necessary. We will continue to survey stakeholders for input and feedback as we have done throughout the pandemic.