

LEA Reopening Planning Template

Nonpublic Special Education School: The Spurwink School
Point of Contact: Carleen Bellaire, M.Ed., Director/Admin. Of Special Education
Contact information:

Introduction

Overview and Purpose

This document outlines the critical components needed for a nonpublic special education (NPSE) school's reopening plan. NPSE schools will use this template to create plans **aligned to the guidance document** titled "[Back to School RI: Health-and-Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools.](#)" *This document and the guidance document should be used side-by-side.*

Please consider the critical components included in the following tables to **develop or enhance** your reopening plans. Then use the planning template included below each table to capture the identified information and evidence to return to RIDE.

Completed templates must be returned to RIDE by Friday, **August 14, 2020 for nonpublic special education schools.**

Plan Submission Process

1. RIDE releases guidance document and planning template on July 17, 2020.
2. Each nonpublic special education school completes the template with assurances and evidence, as applicable. Nonpublic special education school plans will submit to Susan Wood, PhD (Susan.Wood@ride.ri.gov) by Friday, **August 14, 2020.**
3. RIDE provides confirmation of receipt of the plan and notifies the nonpublic special education schools if any additional information is needed prior to review of the application.
4. RIDE reviews the application and provides feedback to nonpublic special education schools by Friday, **August 21, 2020.**

Nonpublic special education schools **are required to plan for all three reopening scenarios: limited in-person, partial in-person, and full in-person** with a degree of distance learning incorporated into all plans. In this document, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

This document is due to Susan Wood, PhD at RIDE (Susan.Wood@ride.ri.gov) by **August 14, 2020.**

Timeline and Responsibilities

RIDE

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

LEAs

1. Draft and submit reopening plan, **July 17**

Critical Components of a Reopening Plan

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

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

- **Assurances** - actions and items **NPSE school's must incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional support at a later time.) *In the template below, NPSE schools will mark "X" in a box to confirm they have this in their plan.*
- **Evidence** - actions and items **NPSE school's must incorporate** into plans and **need to be submitted to the RIDE** through narratives or other artifacts. *In the template below, NPSE schools 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.

NPSE schools are required to plan for all three reopening scenarios: **limited in-person, partial in-person, and full in-person** with a degree of distance learning incorporated into all plans. In this document, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Face masks and coverings		
X		a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
X		b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
X		d. Implement other procedures, as needed.
Social distancing and organizing personnel		
	X	e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into "pods" or "stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming if applicable.
X		f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.

X		g. Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
X		j. Implement other procedures, as needed.

Responding to a positive case or outbreak

X		k. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	X	l. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.
X		m. Prepare the NPSE school to respond to a positive case or outbreak in a school building or central office. Examples include: <ul style="list-style-type: none"> - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case - Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, "stable group" or "pod" in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning
	X	n. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.

Minimizing access by COVID-19-positive or symptomatic individuals

X		o. 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	p. 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 school'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.
		q. Implement other procedures, as needed

Communication with staff and students

X		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.
X		s. Post signs or posters describing the school'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 you will communicate this information to the other community members while respecting health privacy laws.
X		u. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.

X		v. Discuss with or distribute information to staff and students about how the NPSE school will address staff, student, or family concerns.
X		w. Implement other procedures, as needed.
Cleaning and decontamination		
X		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.
X		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.)
X		z. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.
X		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.
X		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.
X		cc. Implement other procedures, as needed.
Industry specific guidance and updates		
X		dd. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
X		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

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	<i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X	<i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X	<i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
X	<i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	<i>Prepare the NPSE school to respond to a positive case or outbreak in a school building or central office.</i>
X	<i>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</i>
X	<i>Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>
X	<i>Post signs or posters describing the school's rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X	<i>Discuss with or distribute information to staff and students about how the school will address staff, student, or family concerns.</i>
X	<i>Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)</i>
X	<i>Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.</i>
X	<i>Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.</i>
X	<i>Identify and review guidance specific to education and childcare on www.reopeningri.com/.</i>

EVIDENCE:

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

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

Each of our four self-contained classrooms is able to function as a stable group or “pod”. Each pod will from arrival time and throughout the day to dismissal, have it’s own schedule which will be staggered for all procedures and routines. No “cross class exposure” will occur. Floors in common areas and halls will be marked to ensure safe traffic flow in a single direction, with 6 feet of distance and the use of masks. The Spurwink School does not operate any before or after school programming.

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:
Elizabeth Salisbury, R.N.	esalisbury@spurwikri.org (401)781-4380 ext. 310

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

Our plan for managing staff and students if or when someone in the building tests positive for COVID-19 is as follows:

Person testing positive is isolated per CDC/RIDOH guidelines. Close contacts will be quarantined for 14 days since last COVID-19 exposure. Close contacts in quarantine should self-monitor for symptoms and seek medical advice and test if recommended by RIDOH or healthcare provider. Close contacts who have tested positive in the past 90 days do not have to quarantine. Positive individuals must meet the CDC/RIDOH guidelines for ending isolation before returning to school. RIDOH can provide a note. RIDOH recommends the symptom-based strategy for ending isolation. Isolate until: Fever free for 24 hours and symptoms have improved and 10 days since symptoms first appeared (20 days if severely immunocompromised) OR time-based approach if asymptomatic when tested positive. Isolate until: 10 days since date of specimen collection (20 days if severely immunocompromised).

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 school’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.

Our school’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 are as follows:

Staff, students and visitors are to have no contact temperature readings performed as well as answer questions regarding specific symptoms associated with COVID-19, possible exposures to positive individuals and travel.

Hard copies of our employment policies regarding instructions to stay home if testing positive, having exposure to positive individuals or having symptoms of COVID -19 have been provided to staff that are in alignment with RIDOH’S policies for Community mitigation.

Letters have been sent to parents of students with instructions if they test positive, have been exposed to, or have symptoms of COVID-19.

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 and sending LEAs while respecting health privacy laws.

Steps we 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 we will work with RIDOH to identify which other staff or students will need to be quarantined and how we will communicate this information to the other community members and sending LEAs while respecting health privacy laws is as follows:
 Our classrooms will be conducted as “pods”. Students will be seated 6 feet apart in the classroom. School nurse will contact RIDOH to identify which other staff or students will need to be quarantined. Phone calls and notices will be sent home to families to notify of possible exposure to a positive individual. LEAs will be notified via phone call made by our Director, Carleen Bellaire. Phone calls and notices will be sent to other community members by School Nurse. Identity of positive individual will not be exposed in order to respect health privacy laws.

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
	X	a. Develop a plan for assessing students’ learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners.
	X	b. Identify how to account for potential learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners.



X		c. Consider if and when students will still have access to non-core content (electives, etc.)
	X	d. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.
X		e. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
	X	f. Demonstrate comparable levels of rigor between online and in-person instruction.
X		g. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		h. Develop system to continually monitor learning progress and loss.
	X	i. Determine, if any, changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	j. 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 students with IEPs and as applicable multilingual learners.
X		k. 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		l. Identify when during the school day potential remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.
X		m. 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.
Special Education Services		
	X	n. Develop a plan to revisit students' Individualized Education Plans as warranted and in partnership with the sending LEAs, teachers and parents to reflect evolving needs.
X		o. Identify the approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings) as applicable and appropriate.
X		p. Identify what services were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with the sending LEAs and families. How will the NPSE school work with the sending LEAs to make up for any missed (re-) evaluation meetings from the spring?
Staff Supports		
	X	q. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		r. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

	X	s. Provide training, as appropriate, for social /emotional learning and professional learning offerings for teachers on related social/emotional topics (e.g., trauma, social emotional learning, restorative practices, and culturally responsive education).
X		t. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X		u. Map what technical assistance and support will be offered during all reopening scenarios.
X		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).
Family and Community Engagement (communication and partnerships)		
	X	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).
X		x. Once state policies are released, align the school's attendance policies with state guidance. Distribute to staff and families.
	X	y. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.
	X	z. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:

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

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

X	Identify the school's 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 students with IEPs lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the NPSE school will work with the sending LEAs to 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 the school's 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. Plans must include specific detail for students with IEPs and, as applicable, multilingual learners

The Spurwink School has recently upgraded our on-line curriculum platforms (and received professional development on) a suite of programs and resources through Renaissance Learning. One component of the services provided is an assessment tool called STAR Assessments, which K-12 ELA and Math skills and are correlated to the Common Core Curriculum and R.I. state standards. There is a separate Early Literacy Assessment (K-2), and all assessments are available in English and Spanish. These assessments, commonly used by many public school districts, can be utilized to address progress or loss of skills as well as to provide diagnostic information for instruction. Additional linked platforms (such as Freckle), separate (such as IXL) can be connected with Google Classroom and can be used in all learning situations (Full in-person, Hybrid and Distance Learning) as needed.

2. Identify how to account for potential learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail s for students with IEPs and, as applicable, multilingual learners.

As a non-public special education program, The Spurwink School services students who require Individualized Educational Plans to address the impact of learning challenges and trauma on the pace,

the focus, and the scope of academics in multiple ways. Each student's IEP includes specific details of modifications and accommodations to the curriculum that are needed to support progress. The highly structured and specialized therapeutic environment and approach are essential elements of our school. These can be best served by in-person services, but can and have been addressed in all other formats.

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

In the fall, our distance learning (as well as some in-person learning) will be enhanced by our acquisition of new and imbedded on-line programs which demonstrates an upgrade to the on-line options from the spring. The teachers used Google Classroom to deliver primarily asynchronous lessons during the spring and ESY, but will be incorporating real-time instruction this fall. In the spring, the educational staff participated in Professional Development opportunities to enable them to expand all aspects of their academic service delivery. Our school operated a Virtual Summer Program and followed individual IEPs during June, July and August. We are currently investigating "live-streaming" as an option for the fall. The biggest difference between the Spring and Fall semesters is really a recognition that Distance Learning can no longer be seen as a temporary response to a short term crisis, but will need to a permanent component of a flexible model of service delivery for the future. This recognition allowed administrators and teachers to achieve a shift in thinking about ways that students, even those with unique needs, can be educated.

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

Comparable levels of rigor between on-line and in-person instruction can be demonstrated in a variety of ways. All IEPs are written and measured according to the Common Core Curriculum Standards for the state of R.I. All instruction (on-line or in-person) must adhere to specific criteria for achievement of skill proficiency. Special Education students require individualized designation of content, modification and interventional strategies to accomplish goals, whether on-line or in-person.

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

Changes to The Spurwink School's practices of grading, testing, report cards, attendance and promotion policies have been minimal, but dictated by weighing participation, engagement, the ability to show independence and other factors which have been needed to address the unique instructional circumstances. The majority of our secondary level students, for whom the grading and report cards are most important, were surprisingly willing and able to adjust to distance learning and demonstrated the ability to earn credits and grades without much change to the criteria for achievement. Emotional/behavioral interference (which is the primary disability for our students) became a factor for some students who received additional supports and modification to their expectations.

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 students with IEPs and, as applicable, multilingual learners should be noted in the plan.

As a non-public special education program, The Spurwink School is comprised of students from multiple public districts who have been referred for services after an extensive evaluation process has identified their special education needs. Upon admission to our program, an additional diagnostic period occurs in the new setting. The ongoing process of multidisciplinary team review (daily, weekly, monthly, quarterly) is the process of needs assessment that occurs. During our school closure, parents

became more active participants in this process by communicating with teachers, therapists and administrators about new challenges or even the need for additional challenges to instructional goals.

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

Throughout our school closure, the team has continued to meet the time-lines and to hold meetings for IEPs and other needed/expected meetings. These have included all stakeholders who are required to designate a full team. Although school closure made Evaluation difficult to achieve, the team held meetings to discuss and plan for individual solutions.

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

The ever-changing needs of our staff in all disciplines and roles have been assessed and addressed as an ongoing process. During the initial stages of closure, staff members participated in webinars that were endorsed/presented by many LEAs and educational entities. Weekly full-staff PD was conducted by the Administrative team, to provide support and to assess the needs that were expressed or demonstrated in that setting. Since our staff is a small group, these meetings engaged all staff and strengthened the working relationships. As the impact of recent events began to be addressed as trauma related, our staff participated in training through The STARR Commonwealth (to continue our designation as a trauma-informed school). The administrative team, the support staff and the medical staff sought training regarding safety practices, the need for equipment and supplies to enable us to reopen when possible.

9. Provide training, as appropriate, for social /emotional learning and professional learning offerings for teachers on related social/emotional topics (e.g., trauma, social emotional learning, restorative practices, and culturally responsive education)

A staff training will be done on 8/19/2020 that will cover clinical subject matter pertaining to COVID19, social and emotional learning, and staff self-care. Additional trainings will be ongoing throughout the 2020-2021 school year.

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).

Feedback from families and staff was collected on two occasions (mid-point as we approached ESY and in June before the end of the academic year) through surveys that were sent to families to assess their experiences with distance learning, and 2 scheduled Zoom meetings for Parents and Administrators. These assisted us in revising our distance learning plans and incorporating them into planning for ESY and all 3 models of school service delivery for the fall. The responses from over 60% of families indicated that they felt supported by our staff and that they had both hopes and fears about possible in-person ESY. Parents requested that ESY schedules could be less structured and more relaxed, providing flexible options for participation that would enable them to schedule outings or vacations. Many parents had reported feeling exhausted and overwhelmed by needing to support instruction for such an extended period of time. This informed our decisions to upgrade our on-line platforms (making them more directly accessible to students and requiring less of parents. For example, a Zoom invitation must be sent out through an email to a parent's computer, requiring them to identify it and provide access to their child. Using Google Meetings allowed a more direct access point to the student, who could easily join a group or find an educational task. It should also be noted, that some students had limited or no access to technology in their homes (many needed to share computers, tablets, telephones with other family members). In the late spring, our agency obtained the correct insurance and developed policies to allow school chromebooks to be used at home. These computers were delivered to student's homes and eased the burden on families.

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.

Throughout school closure, the clinical staff of our program were in daily or weekly contact with parents and guardians to ensure support, access to resources and to keep them informed of changes in student services/progress and safety changes. The quantity and frequency of this contact was customized to the needs and wishes of the families in recognition of their challenging roles during closure. The administrative team updated families with letters that were designed to keep the lines of communication open.

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

The daily classroom meeting, weekly lunches, individual therapy and academic sessions, Zoom meetings for students to see each other and to experience contact and “play” that was similar to the type that they would have had in the classroom were central to maintaining the strong therapeutic bonds that our school is known for. Throughout the months from March through August, our staff learned many new strategies and valuable lessons to enhance the quality of those relationships under unprecedented and highly stressful times.

3. Social-Emotional and Mental Health Support

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



Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

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 NPSE school, RI Department of Health, and community partners.

Stacy Perin, LICSW will work with our team, with the RIDOH and all community partners , as applicable. Many of our students have Home-based services teams and mental health providers which requires coordination and collaboration at all times.

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

In addition to utilizing RIDE's menu of mental health resources, our Associate Director/Clinical Supervisor has met weekly with staff to address and to provide assistance to staff regarding topics and needs for self-care. This is a standard component of our program because of the challenges presented by our trauma reactive and vulnerable students.

Reopening Operations

Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.

X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.
X		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
Operations (Budget, Staffing, Scheduling, Food Services)		
	X	f. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.
	X	g. Create potential sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.
X		h. 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.).
Technology		
	X	i. Designate a lead technology point of contact.
X		j. Develop a return to school technology plan.
X		k. 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		l. Survey families to determine technology needs
X		m. Develop process for inventory of technology: <ul style="list-style-type: none"> - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues
Family Engagement (communication and partnerships)		
	X	n. 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 feedback)
X		o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, students as appropriate, families, , central office staff, etc.
X		p. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication.
X		q. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

Re-opening Operation Plan

ASSURANCES:

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

X	<i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
X	<i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X	<i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X	<i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X	<i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
X	<i>Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)</i>
X	<i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.</i>
X	<i>Develop process for inventory of technology.</i>
X	<i>Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, students as appropriate, families, central office staff, etc.</i>
X	<i>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>
X	<i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>

EVIDENCE:

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

1. *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.*

The Spurwink School operates a 223 day program which runs year round. We do not anticipate any staff changes for the upcoming school year, because these positions, as they have been vacated, been filled immediately. Interviews and Zoom meetings were held to ensure a full staff response to any student or family need. The Spurwink School does not utilize outside substitute staff. Our vulnerable student population requires consistent intervention and support from familiar and trusted set of staff. Non-classroom therapeutic, related service and behavioral staff (as well as administrators) have been able to meet their needs, so far. Options for on-line live streamed instruction will also be incorporated.

2. Create potential 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.

The potential schedules for the Spurwink School will be similar whether we are fully in-person, presenting a hybrid model or continuing with full distance learning. Since our school is very small, on one level, and our student population (30-35 students) is comprised of all special needs students with IEP, we are hoping to be fully in-person as soon as possible. The in-person schedule would begin with staggered arrival times (according to Statewide Transportation and LEA plans), a morning check-in with the school nurse and her medical support team for taking temperatures, Covid questions, contact tracing and mask distribution or checks. Students would immediately be separated into their designated "pods" and escorted to their classrooms. The daily schedules for all three reopening scenarios would continue as they have during ESY, with morning meetings, group SEL/Therapy sessions, academic periods, related services sessions interspersed at 30-45 minute intervals. Each scenario's schedule would include a variety of "breaks" for physical activities, mask breaks, hydration, relaxation, sensory processing and safe socialization which has been limited during school closure. All movement through the building (for in-person) would follow safe traffic patterns and staggered time frames. For any students who need to remain in a full distance learning situation, will be fully included through technology to participate in the daily classroom schedule. If these students cannot participate with the group in outdoor PE activities, several support staff will be made available to conduct similar activities through technology. This has worked well during our school closure and virtual ESY program.

As our school has a unique K-12 age spread and each of our 4 "pods" will be grouped according to age, scheduling will not be significantly different for each group. Meals (provided through the Lincoln Public schools) will be individually wrapped items with no share tools or materials will be delivered to each of the four classrooms, as we do not have a cafeteria. Dismissal procedures will follow the same patterns as the arrivals do, according to social distancing and health/safety guidelines provided by the RIDOH and RIDE.

3. 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 feedback).

Staff and students alike share wishes and concerns about the return to school. Families feel supported by the state's decision to allow them to decide which option they are ready for when school begins. Staff concerns are overwhelmingly centered around the ability/willingness of our parents to respond to the safety guidelines and structure that will be in place to respond to any incident of illness. Many of our families do not have transportation, which may create a need for alternate plans or extension of distance learning to address this potential risk as we move

forward. We will be asking families to sign an agreement regarding these concerns and will make individualized decisions based upon this and other factors.