



Back to School Back-to-School Plan

LEA Name: Rhode Island Nurses Institute Middle College
Point of Contact: Tammy Ferland, Principal
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CEO Message

Dear RINI Community

We are very excited to welcome our students back to in person learning this fall. We recognize that last year was a very different and difficult experience for many of our students and families so we look forward to having students and faculty back in our building. RINI Middle College, like other RI schools, quickly mobilized to learn how to best support student wellness and learning during this incredibly challenging time. Our Distance Learning Plan was implemented to continue the rigor of our academic program while supporting students and families in all aspects of their education and well-being during this world-wide pandemic. When it was possible, we welcomed students and faculty back to in person learning and successfully finished out the school year. Our seniors were able to enjoy an awards night, their prom, and an in-person graduation. We have come a long way but we are still acutely aware of challenges we still face as a school community.

As you may have seen on the news, the Corona virus is still prevalent and the number of Covid positive cases continues to rise. We continue to encourage all students to receive the Covid vaccination. This document contains important information for the reopening of our school this fall. This plan aligns with RIDE's [LEAP Task Force Report](#) and RINI will continue to work in conjunction with [the Rhode Island Department of Health](#) and the [CDC](#) to maintain all recommended health and safety protocols, ensuring the safest possible learning environment for our students, faculty, and staff.

It is our intention to maintain consistent and up to date communication with the RINI community. We will continue with our weekly Principal update emails and provide additional communication as needed. Here you will find information to keep you up to date with any changes that may arise. We also ask that everyone maintain a level of flexibility during this time. We may need to make changes that will not allow for advanced notice, so we look to our families and community to be understanding and we will do the same.

Please do not hesitate to contact the school if you have any questions or concerns.

Sincerely,
Pamela McCue, PhD, RN

Regreso-A-La-Escuela Plan-De-Regreso-A-La-Escuela





Nombre LEA: Rhode Island Nurses Institute Middle College
Punto De Contacto: Tammy Ferland, Principal
Correo Electrónico: Tferland@rinimc.org
Numero Telefonico: 401-680-4900

Querida Comunidad de RINI

Estamos muy contentos de tener a nuestros estudiantes de regreso en persona esta primavera. Nosotros reconocemos que el año pasado fue muy difícil y una experiencia difícil para muchos de nuestros estudiantes y familiares y estamos mirando hacia adelante de tener a nuestros estudiantes y facultad de regreso al edificio. RINI Middle College, como otras escuelas en Rhode Island rápidamente se movilizó para saber cómo apoyar a nuestros estudiantes en bienestar y aprendizaje durante estos momentos increíblemente difíciles . Nuestro plan de aprendizaje fue implementado para continuar rigurosamente el programa académico para ayudar a nuestros estudiantes y familias en todos los aspectos de su educación y bienestar durante esta pandemia mundial. Cuando fue posible nosotros bienvenimos a nuestros estudiantes y personal de nuevo en persona y exitosamente terminamos el año escolar. Nuestros estudiantes del doze grado tuvieron noche de premios, su noche de graduación y graduación en persona. Hemos venido de un largo paso pero aún sabemos que hay retos que enfrentamos como comunidad escolar.

Como se puede ver en las noticias, el coronavirus aún continúa y los casos siguen subiendo. Nosotros recomendamos que nuestros estudiantes se pongan la vacuna. Este documento contiene información importante para la apertura de nuestra escuela esta primavera, Este plan es igual como el de RIDE'S [LEAP Task Force Report](#) y RINI seguirá trabajando en conjunción con el [Rhode Island Department of Health](#) y el [CDC](#) para mantener todos los protocolos de salud y seguridad. Asegurando la seguridad más segura de nuestros estudiantes y personal.

Es nuestra intención mantener consistentemente y comunicación al día con la comunidad de RINI. Seguiremos actualizando semanalmente los correos electrónicos de la Principal y proveer adicionalmente cualquier información necesitada. Aquí encontrarás información al día que pueda suceder oh venir. Pedimos que todos mantengan flexibilidad en este tiempo, puede ser que hay tomar decisiones que no hay tiempo en dejarle saber . Esperamos que nuestras familias entiendan y nosotros también. No se preocupen en llamarnos cualquier pregunta o preocupación.

Sinceramente,
Pamela McCue, PhD, RN





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

The RI Nurses Institute Middle College vision for the reopening of schools in the fall is to launch a comprehensive plan that establishes an infrastructure rooted in the core values of equitable academic access for all students, maintains the academic rigor of our Nursing College and Career Pathway (NCCP) curriculum, enhances the culture and community of our school, and allows us to adapt to all conditions related to COVID-19's impact on education. We acknowledge and understand the importance of flexibility and adaptation as it pertains to the ever-altering circumstances we face in the coming months. Regardless of the challenges, the RINI Board of Directors, administration, teachers, and staff are prepared to respond in-kind with a priority on equity, academic rigor, health, safety, and well-being.

Central to our educational practices is our mission to prepare a diverse group of students to become the highly educated and professional nursing workforce of the future. RINI is founded on the principles of building and sustaining a school community where students, parents, teachers, and staff achieve inclusiveness, equity, and awareness.

1. We will energize our school community

- Reengage and empower chronically absent youth and youth who are overaged-under credited,
- Highlight the importance and provide extended learning offerings, including before and after school, and out of school-time opportunities, and summer offerings.
- Elevate the power of coming together for common, shared experiences on social-emotional wellness.
- Uplift the youth voice and reengage them and their families in the RINI community experience.

2. Provide high-quality instruction with personalized support from RINI educators and nursing/health care leaders in the community

- Ensure that every multilingual learner, and differently abled student is engaged in learning opportunities that are designed specifically to serve them and their specific needs.

3. Universally screen all students both academically and social-emotionally, and target resources based on need and urgency.

- Root all solutions in high-quality instructional materials, professional learning for educators, and positive, productive relationships with students.
- Center all actions from an orientation of cultural responsiveness and antiracism that promotes SEL and wellness.
- Focus on building and sustaining adult capacity to work in teams to support students holistically through a Multi-Tiered System of Supports (MTSS) lens.

4. Improve and support student transitions across grades and systems.

- Ensure strong community partnerships to support educational transitions between grades and across community resources (i.e., education, housing, health, social services, mental health).
- Provide targeted family engagement and resources for outreach and support to communities around post-secondary transitions.
- Continue to articulate clear pathways to college, career, and workforce that respond to student and community voice.

5. Close the digital divide.

- Prioritize achieving equity across the state by resolving any remaining challenges students, families, or communities face related to accessing high-quality internet and technology devices.
- Ensure our students and families have access to digital literacy programming and broadband that is capable of supporting learning.
- Identify areas of improvement for remote or distance learning instruction and implement digital inclusion policies, programs, and tools—with a particular focus on distance learning during inclement weather

RINI has and will continue to follow five guiding principles for the planning, decision-making, and execution of our vision to return to school:

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 in the community change.

This plan was informed through input and feedback provided from students, parents, staff, faculty, and community stakeholders reflecting on what went well the previous year, where improvements needed to be made, and what our future priorities need to be. This feedback/input consisted of surveys, student achievement data, attendance data, personal communications, virtual meetings, and emails from the above listed stakeholders. Additionally, this plan was also informed by white papers and guidance from national education associations and networks, CDC guidelines, and the latest data and guidance from the RIDOH.

We will continue to solicit this input and stay abreast of the latest guidance throughout the summer, into the fall, and throughout the academic year. We will use this data to improve our systems and ensure that we are meeting our priorities on equity and rigor in delivering the unique RINI academic program. We vow to keep the RINI Community fully informed through the weekly Principal updates, through newsletters, monthly virtual meetings, and in person meetings as we adapt and evolve to the changing scenarios that are likely to arise as the pandemic continues.

Strengths and Challenges from the 2020-2021 School Year

RINI is committed to improving and providing a high quality, rigorous academic program. In order to achieve this, we need feedback from our faculty and staff, students, parents and stakeholders. In an effort to address learning loss and plan for the upcoming year, RINI sent surveys to these groups. The results will be analyzed and discussed as part of the school improvement cycle and for plans for the reopening supports for all students.

Some data revealed the following:

Student survey

How much did you learn last school year compared to other years?

26% of students felt they learned a lot less, 38% felt they learned slightly less, 19% felt they learned slightly more, 7% felt they learned a lot more, and 10% felt they learned the same.

How confident are you about learning what you need to learn this school year?

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20% of students feel extremely confident, 48% feel quite confident, 21% feel somewhat confident, 7% feel slightly confident, and 4% feel not confident at all.

What additional support do you need to be successful this year?

Support, teacher connections, paper work, patience, explanations, help with motivation.

Family Survey

How much did your child learn last school year compared to other years?

22% of families reported learning a lot less, 32% reported slightly less, 19% reported slightly more, 8% learned a lot more, and 19% learned the same amount.

How confident are you about your child's ability to learn this school year?

3% of families reported somewhat confident, 3% reported slightly confident, 50% reported quite confident, and 44% reported extremely confident.

How concerned are you about your child's emotional well-being this school year?

14% of families reported extremely concerned, 47% reported not concerned at all, 8% reported quite concerned, 21% reported slightly concerned, 10% reported somewhat concerned.

How much support from the school does your child need to be successful when learning in person?

19% of families reported a little bit of support, 34% reported some support, 22% reported quite a bit of support, 22% reported a lot of support, and 2% reported no support at all.



Critical Components of the Back-to-School Plan

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
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 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		i. 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.
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 flowchart.
Communication with staff and students		
	X	p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYmqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.
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.

X	Plan and execute promotion of COVID-19 vaccination to the school community, including teachers, staff, household members, and eligible students.
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

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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.
X	Refer to CDC guidance for the use and care of masks
X	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.
X	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).
X	Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
X	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	Align your plan for managing staff and students if or when a 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.
X	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	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.
X	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	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.

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.



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Full Name	Email Address:
Debrah Audette, RN	Daudette@rinimc.org
	Cell Phone Number:
	401-714-2894

2. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <https://forms.office.com/g/ESjpgYymgb> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.

URL will be provided once approved by the RIDOH

Instruction		
Provide Assurance	Submit Evidence	
Instruction		
	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. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	X	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.
X		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.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	X	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.
X		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		
X		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
Staff Supports		
X		j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X		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)		
	X	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.
X		n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		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.



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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.

RINI has planned to assess student learning progress and loss with multiple forms of assessments. All students will be assessed at the start of the year and teachers will use pre-test data to guide and support student instruction. RINI has hired a literacy interventionist who will work with teachers and students to monitor student scores. In addition to the traditional formative/summative assessments utilized in all content areas, STAR testing scores will be the diagnostic tool used and will be monitored at least 3 times during the school year. Additionally, RINI has hired two new MLL Specialists who will work with this population to support learning loss and monitor progress. [RINI progressing monitoring protocol](#)

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.

RINI has developed a multi-tier support system for all students to address learning loss. We have hired multiple staff members to oversee support classes for students identified as needing remedial support in all content areas. This is a class only for this group of students. Additionally, RINI has contracted with French River and will be providing Sheltered English Immersion PD for all our faculty this entire year. When completed, teachers will be eligible for 6 credits from Plymouth State University. This will support our MLL population and will be further supported by our 2 new MLL teachers who will push into classes to help teachers and the MLL students. All students will be monitored and if there are academic/social emotional concerns, we have implemented our Freshman Focus team and our MTSS team. [RINI MTSS Handbook](#) Freshman focus will be exclusively for all 9th grade students and will develop support plans for all our 9th grade students. The MTSS team will develop support plans based on teacher referrals. Every Monday and Friday, RINI has created advisory blocks where students will meet with their advisor. This will be utilized for purposes but the advisor will be responsible to monitor student grades and make connections with these students in order to help with any academic or social emotional issues that may arise. RINI will also be offering before and after school help for any

student who may need additional one to one teacher intervention. These are all year long initiatives.

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 learners, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

RINI has a referral form for all students identified by teachers with potential academic or social/emotional concerns. The team, which will include the MLL specialist and special ed teacher, will review the referral and put a plan in place. This will be shared with the content teachers, students, and family/guardian. There will be a cyclical review every six weeks for monitoring the progress of continued concerns. If further interventions are needed, the plan will be revised. If students are identified as MLL or differently-abled students, the MLL specialist and/or the special education case worker will make the appropriate adjustments and ramp up support. Students may also be placed into a remedial support class for additional time with content support teachers. [Support for special populations](#)

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.

RINI sent out a survey to all families, students, teachers, and leaders in August. Some results are reported out below.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

Social-Emotional and Mental Health Support

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

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.

Sarai Pellegrino - RINI social worker - 401-680-4900

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.

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X		d. 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).
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. 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.)
X		f. 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.).
X		g. 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
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - 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)		
X		o. 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	p. 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.

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. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).</i>
x	<i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)</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>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.</i>
x	<i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i>
x	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
x	<i>Designate a lead technology point of contact.</i>
x	<i>Develop a return to school technology plan.</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.</i>
x	<i>Survey families to determine technology needs.</i>
x	<i>Develop and revise 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, school board, students, families, community members, central office staff, etc.</i>

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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.

RINI administration will schedule a bi-annual review of this policy through September 30, 2024. RINI will schedule the bi-annual review in August, prior to the start of the new school year and again in February of that same year for further analysis and update. We will notify all faculty, staff, students, parents/guardians, and stakeholders for input via a survey, revise policy as needed and per RIDOH and RIDOH requirements, state or federal laws/mandates, and maintain an updated version of the plan on our school website. For each bi-annual review and at the conclusion of data gathering, administration will provide a summary report to the Board of Directors with recommendations for plan improvement and revision.



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