

LEA Reopening Planning Template

LEA Name: The Compass School

Reopening Point of Contact: School Director - Brandee Lapisky, M.Ed.

Contact information: director@compassschool.org

A comprehensive reopening plan should include:

1. **Message from the Superintendent**
2. **Vision and Guiding Principles for Re-opening**
 - a. A strong vision includes the following 5 components:
 - i. Core values driving the plan
 - ii. Hopes and aspirations for the fall
 - iii. The process of building the plan
 - iv. Reinforcing the need to be agile and flexible
 - v. A high-level timeline with major milestones, including expected communication
 - b. LEAs can adopt RIDE's guiding principles (located on page 4 of the guidance document) or use their own. While the vision and guiding principles may be similar to what LEA's have in their strategic plan, they should explicitly acknowledge the unique circumstances of COVID-19 planning.
3. **Strengths and Challenges from Spring 2020**
 - a. This provides a starting point from which to build.
 - b. All LEAs should elicit feedback from students, staff, and families. Please make this a priority if you have not yet gathered this feedback.
4. **Critical Components of Reopening Plan (included in tables below)**
 - a. This includes Health and Safety, Instruction, Social-Emotional and Mental Health Support, Reopening Operations, and Communication.
 - b. Communication is embedded in each critical component table
 - i. Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.

LEAs are required to plan for all three reopening scenarios: limited in-person, partial in-person, and full in-person with a degree of distance learning incorporated into all plans.

In this document, please provide responses for the full in-person scenario as outlined by the governor and note how the plans will be adjusted/modified for partial and limited in-person scenarios.

This document is due to **RIDE** by **July 17, 2020**.

Health and Safety (COVID-19 Control Plan)

Provide Assurance	Submit Evidence	

Face masks and coverings		
X		a. Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
X		b. Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
		d. Implement other procedures, as needed.
Social distancing and organizing personnel		
	X	e. Develop policies on general spacing and movement to increase the occurrence of stable groups using consistent space (e.g. distance learning, staggered start times organization of students into “pods” or “stable groups to mitigate cross-class exposure, etc.). Include policies for before and after school programming here.
X		f. Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.
X		g. Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
X		j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.
		k. Implement other procedures, as needed.
Responding to a positive case or outbreak		
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	X	m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.
X		n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include: - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case

		- Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, “stable group” or “pod” in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning
	X	o. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		p. Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.
	X	q. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district’s screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH’s Community Mitigation Team.
		r. Implement other procedures, as needed
Communication with staff and students		
X		s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		t. Post signs or posters describing the district’s rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.
	X	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X		v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
		x. Implement other procedures, as needed.
Cleaning and decontamination		
		y. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.
X		z. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)

		aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.
X		bb. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
X		cc. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
		dd. Implement other procedures, as needed.
Industry specific guidance and updates		
X		ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
X		ff. Consult www.reopeningri.com/ , the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance
X		ii. Stay in touch with key community partners regarding education and childcare specific guidance

Health and Safety Plan

ASSURANCES:

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

X	Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.
X	Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).
X	Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
X	Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.
X	Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).
X	Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.

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

EVIDENCE:

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

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

This school's reopening plan was built in collaboration over months with teachers and other stakeholders. Key participants in the plan were:

- Brandee Lapisky, School Director
- Michelle Bush, Director of Student Services
- All staff members of The Compass School
- The Compass School's Site Committee
 - Committee Chair: Evan Preisser, Parent
 - Christine Heart Skaggs: Parent
 - Hilary Downes-Fortune: Middle School Teacher
 - Diane Barzaghi: School Nurse
 - Michael Commendatore: Director of Finance
- The Compass School's Health Wellness Safety Committee
 - Committee Chair: Christine Heart Skaggs: Parent
 - Hilary Downes-Fortune: Middle School Teacher
 - Diane Barzaghi: School Nurse
 - Michael Commendatore: Director of Finance
 - Karen O'Malley, Elementary Teacher
 - Kat Schafer: PE/Health Teacher
 - Sue Adams, Parent
- The Compass School Council
 - Council President: Rachel Axelson, parent
 - Asa Peters, Community Member
 - Eric Dimario, Parent
 - Christine Heart-Skaggs, Parent
 - Karen O'Malley, Elementary Teacher
 - Michelle Chamberlin, Middle School Special Education Teacher
 - Nicole Salaun, Elementary Teacher

Due to our school's small overall student population (217 in 2020-21), small class size (20 students max), high number of certified teachers, and ample space due to a recent major facilities renovation that impacts the entire campus, the Compass School feels confident that we can offer 100% in person stable groups for both the Full In-Person, Partial In-Person and the Limited In-Person scenarios.

***Note regarding Limited-In Person:** We anticipate that some families may choose to keep kids home during the Limited In-Person option. Compass may shift staffing from in-person to virtual to support those families depending on how many families make this choice..

Scenarios

The slides below show our plan for each scenario.

***Note regarding Partial In-Person Scenario:** The Compass School's Full In-Person plan also meets all of the criteria for Partial In-Person. If the state were to make the call for either Full In-Person or Partial In-Person, Compass would utilize the plan listed in this document as Full In-Person.



Least Restrictive Full In-Person (Elementary & Middle)



- We are so fortunate: small class sizes, lots of staff, lots of indoor & outdoor space.
- Full In-Person looks a lot like the "old normal".
- *Biggest difference: middle school kids stay in one class and their teachers rotate to them* rather than them rotating to teachers.
- Buses are 1/seat except for siblings.

Sample makeup of a stable group of 30	
Elementary (K-4th)	Middle School (5th-8th)
• 1 classroom teacher • 1 Special educator • 1 TA • 4 Special teachers: Art, Music, PE/Health • 20 students	• 3-4 classroom teachers • 1 Special educator • 1 TA • 4 Special teachers: Art, Music, PE/Health • 20 students
Total: 27 members	Total: 30 members



More Restrictive Limited In-Person



- We are so fortunate: small class sizes, lots of staff, lots of space (36 sq ft/person).
- Limited in-person looks differently than anything we're used to, **but Compass can do it with 100% in person.**
- We're still working on what middle school instruction looks like in this model, but this is a group size that works.
- Buses are not allowed more than 24 students/bus. We may have to do 2 bus runs.

Sample makeup of a stable group of 15

Elementary (K-4th)	Middle School (5th-8th)
• 1 classroom teacher (moves between two groups) • 1 Special educator • 1 TA • 1 Specials teacher who serves as learning guide • 10 students	• 1 certified teacher that stays with the group • 1 Special educator • 1 TA • 10-12 students
Total: 14 members	Total: 15 members



Most Restrictive Virtual Learning



Class is in-person, but student is sick/quarantined

- Work will be provided in the form of the "daily path" w/ hyperlinked materials
- Students will submit work via online platforms (or paper depending on age and type of work)
 - K-2 will continue to use the Seesaw platform
 - 3rd-8th will continue to use the Google Classroom platform
- Live meetings are not part of the plan for students at home

Class is quarantined

- This will look like Spring 2020.
- Meets will happen at least twice daily.
- We'll use the learning commons and Meet rooms for extra support.
- Work is submitted via Seesaw and Google Classroom.

Whole School is in Virtual Learning

- RIDE/DOH would make this call based on the level of community spread.

Stable Groups

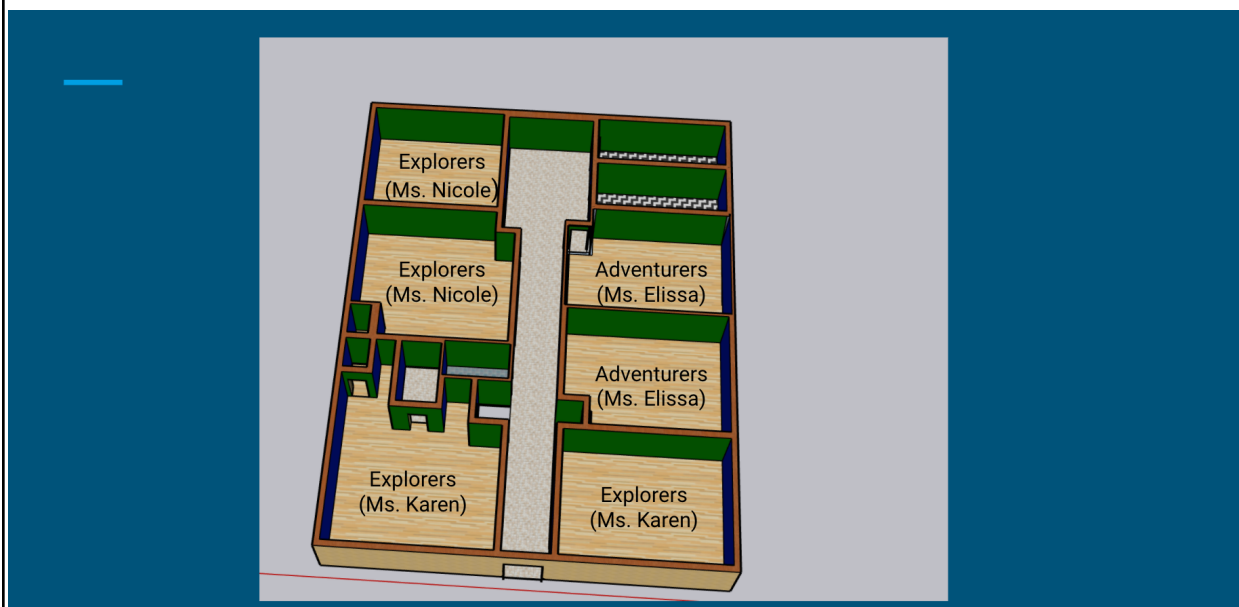
We have organized our students and staff into stable groups of 30 (Full In-Person) and stable groups of 15 (Limited In-Person). We have accounted for special education services, specials teachers (art, music, PE/Health), teacher assistants and more in these very intentionally formed groups. [A sample group listing for both Full In-Person and Limited In-Person can be found by following this link.](#)

Room Assignments

As I mentioned earlier, Compass is very fortunate to be opening a fully renovated campus in August of 2020. The slides below detail our plans for room assignments and locations of students in the Full In-Person scenario.

Each Kindergarten, 1st and 2nd grade classroom will have 2 classrooms for each class. Below is a blueprint of our “Main Building” where our early childhood classes will be located. Note that each teacher’s name is listed twice as she will have 2 rooms for her class of 18-20 students.

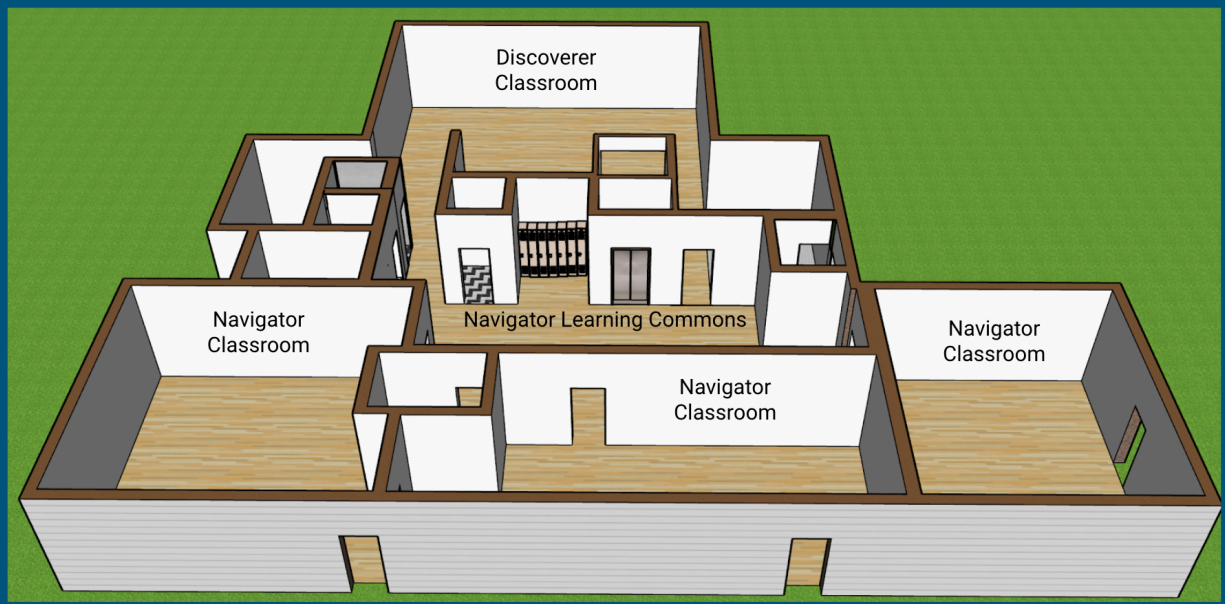
This allocation of rooms allows not only for physical distancing, but also for appropriate spacing for students if we were to divide into stable groups of 15 in Limited In-Person.



Our newly renovated barn will be the home of our 3rd - 8th graders in the 2020-21 school year. Those rooms are assigned as follows:

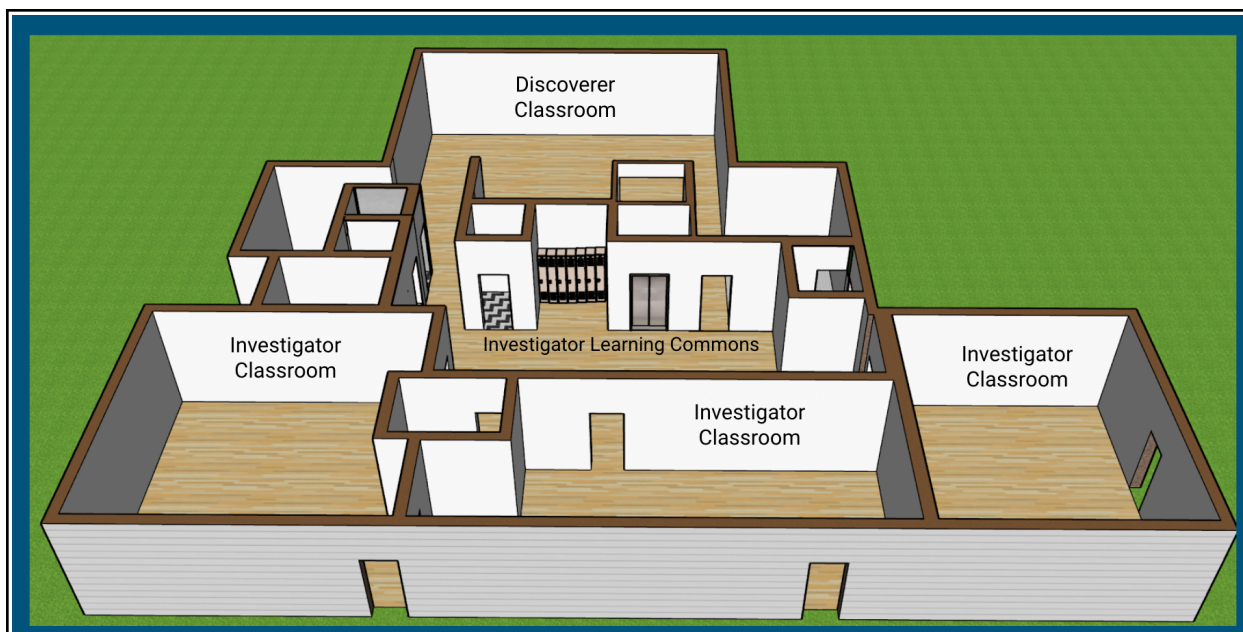
1st Floor:

- 1 3rd/4th grade classroom labeled “Discoverer”
- 3 7th/8th grade classrooms labeled “Navigator”
- 1 “bonus” classroom labeled “Navigator Learning Commons”



2nd Floor:

- 1 3rd/4th grade classroom labeled “Discoverer”
- 3 5th/6th grade classrooms labeled “Navigator”
- 1 “bonus” classroom labeled “Investigator Learning Commons”



During Full In-Person, there are 8 classes using the barn space. Each class in the barn uses its own designated classroom space for the stable groups of 30. The average size of these classrooms is 888 square feet. Assuming 36 square feet of space per person (in order to allow for 6' of physical distancing) allows for on average 25 people to be in the room with 6' of physical distancing at any given time. Given that our class size is 20, students and faculty are able to successfully physically distance in these spaces.

In the Limited In-Person scenario, the 8 classes break off into 13 stable groups of 15. In this mode, the 1st floor Discoverer classroom and both Learning Commons are divided in half using 4' wide x 6' tall mobile dry erase boards that are able to line up and lock in place. These dry erase boards are taller than our staff members and allow for two class spaces to be created in one space, while also making the space functional with additional instructional surface. The downstairs Discoverer classroom and the Learning Commons spaces have sufficient square footage to still allow for 36 sq ft per person for the stable groups of 15 when divided in half.

In addition to the interior spaces, The Compass School intends to fully utilize our outdoor campus, which is a natural part of our environmental education program. Our school is located on 20 acres in rural Kingston, RI and many outdoor spaces for both recreation, gardening, and instruction are already in use.

Beyond our previously utilized spaces, The Compass School intends to also secure 2 large outdoor 20'x33' tents for alternate locations for art and music classes. Pictures of the identified structures are located below.



Also, as part of the campus renovation, The Compass School has secured outside grant funding to install a post and beam wooden pavilion. The cost of this new structure was generously covered by the Kimball Foundation and the American Dermatology Association. The pavilion will be used for PE during inclement weather. Additionally, it will be part of the afternoon dismissal procedures.



Entrances/Exits

One of the many strengths of the Compass School's new facilities is that there are many outdoor, dedicated entrances by class and/or by step (a step is a group of students/staff sharing a common grade level). The nature of our campus is set up such that we do *not* have a single-entrance main door that will be overcrowded/congested at any time. In our "Main Building" which is the home of our K - 2nd grade classrooms, every class has an exterior door that leads directly into the classroom. In our renovated barn, which is the home of the 3rd-8th grade, there is a dedicated door for each step. These will be labeled and students will be taught to use their dedicated entrances.

Outdoor Times (Recess)

Students of all grades (K-8) have outdoor time scheduled into their school day. Historically, this was a full mix of students from multiple grade levels sharing space and equipment before and during school. In this reopening scenario, the outdoor spaces will be scheduled for stable group use. Playground equipment will be cleaned between use. Stable groups will remain 14 feet apart from one another.

Arrivals

We have increased the arrival window from 8:25-8:40 to 8:15-8:40 to allow for both increased numbers of car drop offs and to stagger arrivals.

Students will proceed directly to classrooms from their bus/car drop offs and enter their classrooms through the dedicated doors. This approach allows for a trickle-in dynamic with reduced traffic flow both for vehicles and for classroom entrance.

Bathrooms

Regarding the bathrooms, each classroom and/or step will have access to dedicated bathrooms to be used exclusively by that group of students.

In the Main Building the following is true:

- Our K/1st classrooms have individual bathrooms located directly in their classrooms.
- Our 2nd grade classroom will have a dedicated 2-stall bathroom located adjacent to their classrooms.
- There will be a dedicated staff bathroom in this building.

In the renovated barn, the following is true:

- There is 1 dedicated bathroom for the 3rd/4th grade students (40 students).
- There are 2 dedicated bathrooms for the 5th/6th grade classrooms (60 students).
- There are 2 dedicated bathrooms for the 7th/8th grade students (60 students).
- There is a dedicated staff bathroom.
- There are additional bathrooms available for staff/student use if necessary in our Farmhouse (our administration building).

Transportation

The Compass School engaged in a number of strategies to reduce the demand on buses. These efforts are detailed in the Director's "A Note from Ms. Brandee", which is the primary vehicle for messaging to the community.

On 6/26/2020, the Director sent ["A Note from Ms. Brandee: Putting the Puzzle Pieces In Place"](#) where she described the buses as "life rafts" and encouraged families who were able to seek other forms of transportation such as driving their children to/from school, carpooling, or accessing Extended Day.

Emphasis was placed on pooling resources and coming together as a community. The Director utilized the following quotes and images to help convey the message.



On 7/6/2020, the Director sent, [“A Note from Ms. Brandee: Transportation Survey and Town Hall Announcement”](#) where she released a google form and encouraged families to identify their mode of transportation for the 2020-2021 school year.

At this time, 92% of our families have confirmed their transportation for the 2020-21 school year. We have projected where the remaining 8% will fall based on prior year choices.

- With this data in mind, we can say with confidence that our buses will not be overwhelmed in the Full In-Person mode without adding additional runs. This is partly due to families choosing alternate options and also due to the flexibility for siblings to sit in the same seat. Given that we are a K-8th grade school, we have many siblings enrolled.
- In Limited In-Person, the maximum bus capacity is 24 riders. While The Compass School can safely reopen at 100% capacity with limited membership of 15 students in this scenario, our partner school, Kingston Hill Academy, plans to run an alternating day program. With this in mind, we anticipate that we may not need additional runs due to the other school's reduced ridership. If this is not the case, however, we have sought estimates from the bus company to do a second run of each of our routes for any overflow of students who were not able to be included in the first run due to the 24 rider maximum. This additional fee is addressed in the proposed budget.

It should be noted that while the Compass School was successful in significantly reducing the number of students opting for the bus (or as we refer to it, the “life raft” option), every student who expressed a need for bus transportation has been guaranteed a spot on the bus.

Extended Day

While The Compass School has run a successful after school farm-based program for many years, this year we are expanding our extended day offerings to include the middle school age group. Additionally, we will diversify offerings to extend beyond the farm and include homework support and/or outdoor/indoor play. These extended day options will be made available to families both before and after school.

Historically, The Compass School has offered these enrichment offerings at an hourly rate for services. As we move to support more families, we anticipate that some families may not be able to contribute financially to the cost of the programming. We intended to structure the fee accordingly:

- Pay In Full: Hourly rate for extended day service
- Partial Payment: ½ the hourly rate for extended day service
- No fee: services are free of charge

There are no qualifiers for the partial payment or no-fee options. Families will simply check off which way they intend to access the services using the monthly sign up form.

Stable groups will be established and organized by age group for the extended day options. We will maintain consistency in staffing and student group membership by day. Physical distancing and mask wearing will be expected.

The Compass School will create a new position: Extended Day Coordinator who will oversee the scheduling, supervision, and protocols for the program. This person will be a current staff member, so that he/she is aware of all school day protocols. It will be a stipend position.

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:
Diane Barzaghi, School Nurse Teacher	dbarzaghi@compassschool.org

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

1. Protocol for this scenario will have been communicated to the community prior to its occurrence. Affected community members will be notified and be sent the protocol again with an invitation to contact the school nurse with concerns.
2. School nurse will educate affected members on current protocols for their personal health and that of their close personal contacts.
3. Before returning to school, nurse will collect pertinent medical clearances and inform members without clearance of the need to stay home.
4. Refer members without a medical home to local resources.
5. Nurse will inform teachers of the need to switch to virtual learning for a specified time period.
6. Nurse will inform administration of the need for substitute staff as needed for staff illness.

4. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.

Staff Screening

We will continue to use the current Reopening RI COVID-19 Screening Tool for all community members. All members have working knowledge from its use during our spring Resource Drive Thrus and necessary staff visits to campus over the past few months. This protocol has been communicated by teleconference, email & posted signs.

Student Screening

Prior to the opening of school, each student will receive a Screener Ticket Book. The Screener Ticket Book will consist of 180 green tickets (one for each school day) on ½ page sheets, which are hole-punched and held together with a ring. Each ticket lists all of the criteria on the state attestation

form and a parent signature line. Prior to the start of the school day, the parent will remove one green ticket, check off the boxes indicating that the child is not presenting any of the listed symptoms and sign the bottom of the ticket.

The completed green ticket will then be handed to the bus monitor or the staff member greeter in the case of car drop offs. They will be placed by the student into a box, the size of a shoe box with a slot in the top. This serves as the students' entrance ticket to school.

Bus monitors and greeters will have additional Screener Ticket Books on hand for any family who has forgotten to prepare their ticket prior to arrival at the bus stop or school.

5. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.

1. Follow state guidelines regarding closing areas used by the infected person in order to deep clean and ventilate as much as possible considering weather conditions. Relay current return to school guidelines to the infected person, such as how many days since day 1 of symptoms or negative test(s) needed before being allowed to return.
2. Inform all members of the infected person's contained group & school contacts they need to follow current state guidelines before returning to school without divulging the name of the positive case.
3. Educate all possible family & school contacts on symptoms and protocols for medical follow up.
4. Provide resources to contacts without a medical home.
5. Inform RIDOH of positive cases & provide names of those who had contact with them during school hours.

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
		a. Develop a Return to Instruction Workgroup
	X	b. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual and differently abled students.
	X	c. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.
		d. Consider if and when students will still have access to non-core content (electives, etc.)
	X	e. Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.
X		f. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
	X	g. Demonstrate comparable levels of rigor between online and in-person instruction.
X		h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		i. Develop system to continually monitor learning progress and loss.
	X	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	k. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.

X		l. Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
		m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.
X		n. Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
Special Education Services		
	X	o. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
X		p. Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings).
X		q. Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?
Staff Supports		
	X	r. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		s. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	t. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
X		u. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X		v. Map what technical assistance and support will be offered during all reopening scenarios.
X		w. Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).
Family and Community Engagement (communication and partnerships)		
	X	x. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).
X		y. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.

	x	z. Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.
	x	aa. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:

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

X	Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop system to continually monitor learning progress and loss.
X	Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.
X	Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.
X	Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)
X	Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X	Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
X	Map what technical assistance and support will be offered during all reopening scenarios.

X	Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).
X	Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.

EVIDENCE:

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

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

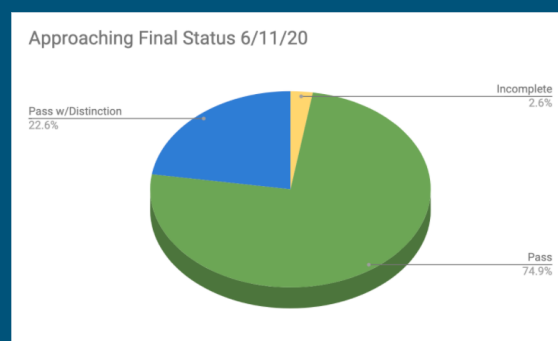
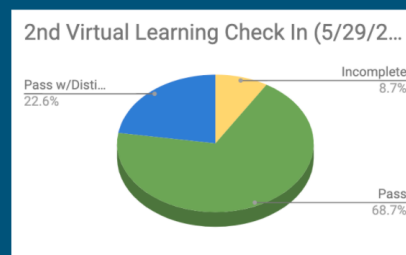
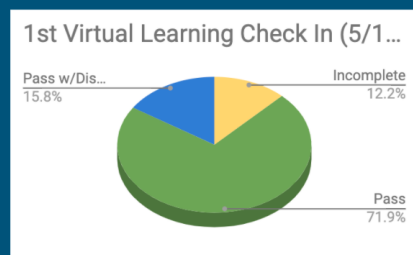
The Compass School ran a very strong Virtual Learning Program in the Spring of 2020. The program was supported by live meetings with teachers at least two times every day, small group instruction live meetings, special education and RTI live services, intensive family support and more.

One way that we measured student performance was work completion. Throughout Virtual Learning, we measured schoolwide work completion and reported out to families using "Virtual Learning Check In Forms" 3 times *in addition to* the end of the year Progress Report (like a report card). Additionally, we reported the schoolwide overview data to the full parent community.

Any student whose work was deemed as not yet complete enough to meet the criteria for "passing" was paired with an additional instructional support person to coach the student/family through work completion. The charts below demonstrate our overall success and our progress over time.

It should be noted that while the 3rd work completion check in showed that 2.6% remained in "incomplete" status, those cases were remedied by the last day of school. All Compass School students met the criteria for "pass" or "pass with distinction" for all academic areas.

Work Completion Update



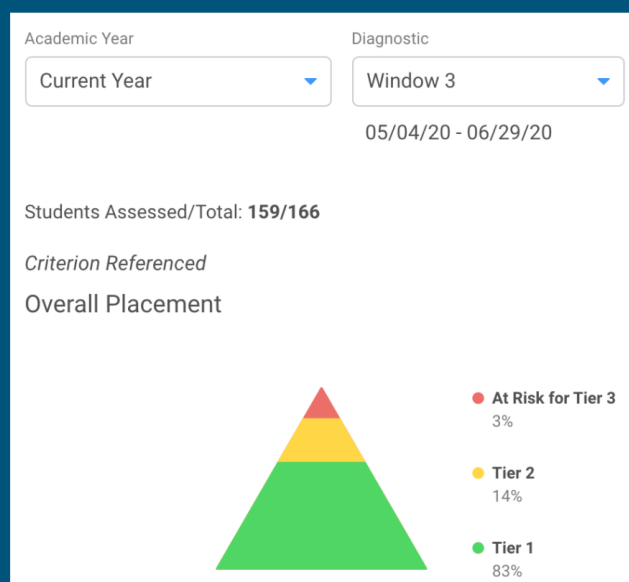
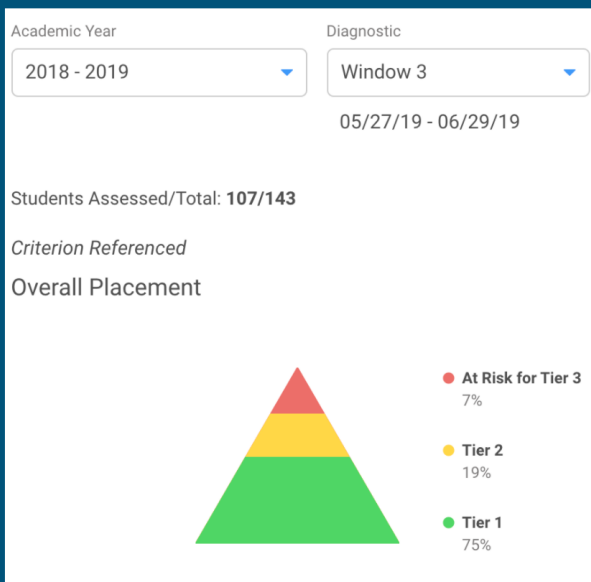
The Compass School administered academic performance monitoring in the Spring of 2020 with all students with the exception of our K/1st grade (as the Aimsweb testing protocol was not conducive to the virtual learning environment. We used the iReady program.

It should be noted that the iReady test was administered at home in a less secure environment in comparison to at school. That being said, families were informed in advance of the expectations to support test administration. There were very few scoring outliers in comparison to baseline and prior progress monitoring in the year, which suggests that the large majority of students did not receive additional help from parents.

The chart below demonstrates a year-over-year comparison of iReady reading performance between the 2018-19 school year and the 2019-20 school year.

Note: at first glance, one might interpret this chart to suggest that performance was higher during virtual learning in comparison to during in-person instruction; that is not the case. The viewer will note that in the 2018-19 data, not all students were tested. This was due to the 8th graders being intentionally excused from iReady Reading testing in the 2018-19 school year due to ample testing in other areas. It should be noted that the 8th grade cohort were high performers. Given this reporter's knowledge of the cohort, she would interpret the 2018-19 in-person iReady Reading scores to be comparable to the 2019-20 virtual iReady Reading scores.

iReady Performance Comparison - Reading



This data suggests that while the learning experience was certainly not the same when The Compass School moved from in-person instruction to virtual, students did perform and performed well in the virtual environment during Spring 2020. There are fewer instructional gaps to address in Fall 2020 as a result of the strong investment from students, teachers and families in Spring 2020.

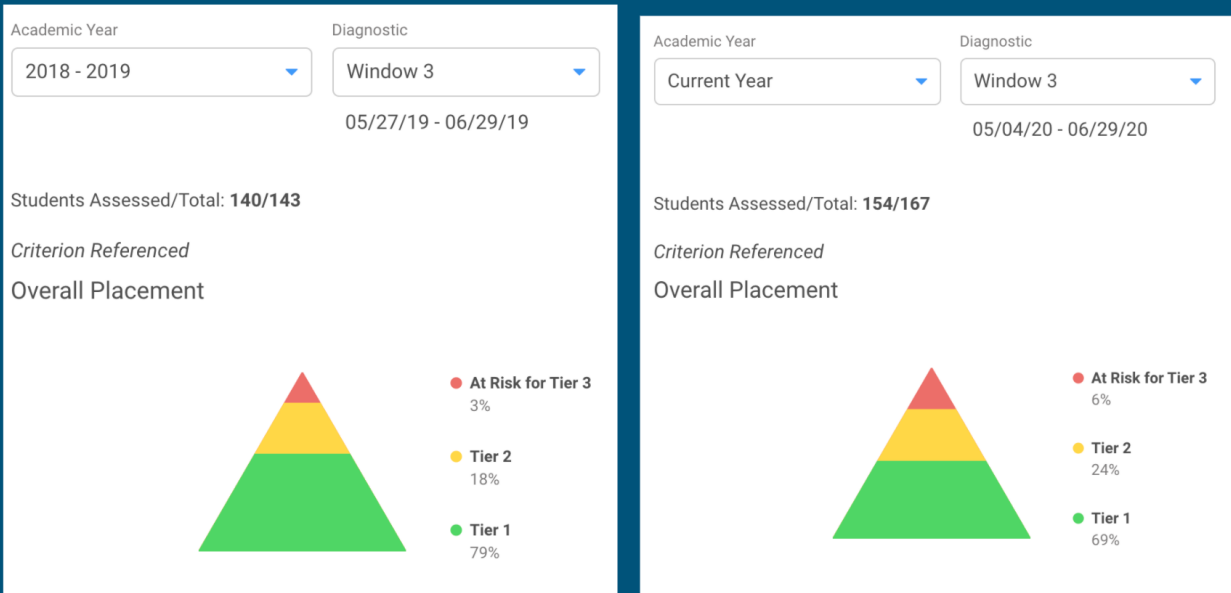
As I mentioned before, it is worth noting that the K/1st grade were not formally assessed due to the lack of ease of transferability of the Aimsweb test to the virtual environment. Given the early literacy needs of the younger students, it can be assumed that reading achievement in this age group in a virtual environment was likely not as strong as has historically been in prior years when learning occurred in-person.

With this in mind, we have intentionally paired our most trained reading specialist/special educator with our K/1st classes in order to provide ease in scheduling for intensified services in the 2020-21 school year.

Similar to the iReady Reading assessment, The Compass School administered the iReady Math assessment to 2nd-8th graders in Fall of 2019, Winter of 2020 and Spring of 2020. As identified previously, the K/1st grade was not formally tested due to the limitations of the Aimsweb test in a virtual learning environment.

Below are year-over-year comparisons for the iReady Math from the Spring 2019 and Spring 2020 administrations. Note that in Spring 2019, nearly all students were tested, so the footnote indicated above regarding the Spring iReady for Reading does *not* apply.

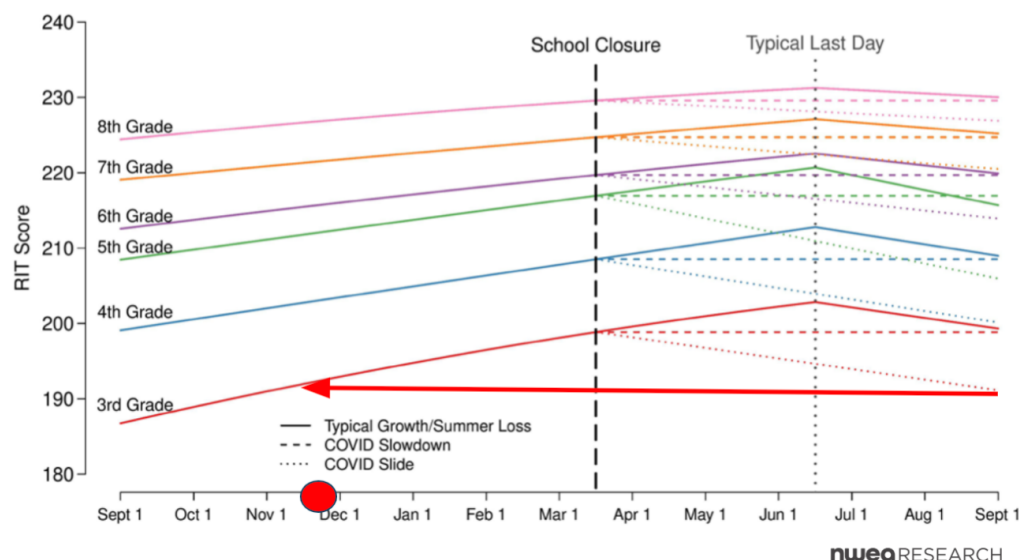
iReady Performance Comparison - Math



This comparative data suggests that there were some achievement losses in Math in the Spring 2020 administration in comparison with the Spring 2019, however they are not as significant at The Compass School as was originally predicted by organizations such as the NWEA, which put out the following model.

NWEA COVID Slide Predictions - Math

Figure 1. Mathematics forecast



In order to address the shift we saw in Spring 2020 compared to Spring 2019 (3% more in tier 3, 6% more in tier 2, 10% fewer in tier 1), all students were provided summer math (and reading) work by teachers to maintain skills and address vulnerabilities over the summer. The purpose was to mitigate any additional loss that could be developed as a result of a summer slide.

In the Summer of 2020, The Compass School qualified more students than ever before for Extended School Year (ESY) services for those with IEPs. In a typical year, about 20% of students with IEPs qualify for ESY. This year, 40% of students with IEPs qualified for ESY. Although the sessions have been virtual, we have observed strong participation and engagement in these sessions. Students are maintaining and gaining academic skills.

In the Fall 2020, The Compass School will administer the Reading and Math iReady test for all students in grades 2-8. Additionally, the K/1st grades will administer the Literacy and Math Aimsweb test. The results of these tests will inform instructional groups as well as instructional priorities for the first months of school both in a Tier 1 and in small group targeted instruction for Tiers 2 and 3.

2. Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.

The Compass School presently has a system in place for teachers to connect with their peers in other grades to learn what was and was not taught during the spring and where students will need the most support in the fall. Each year, our teachers typically meet with the teachers to whom they are sending their former students to share information about students strengths and needs. This will continue with added conversations around anticipated challenges due to COVID. We are fortunate to have mixed-age groupings where students stay with the same teacher for two years. Therefore, half of our students will be taught this year by the same teacher who taught them last year so they will know exactly what was taught and what was omitted or needs to be revisited. However, teachers will also share this information with their colleagues about their former students.

Each year our school administers iReady (grades 2-8) and Aimsweb (grades K&1) to all students in Sept to assess learning loss/retention and this year will be no exception. We also review data from students who received Extended School Year services to assess readiness for learning. Teachers will use that data, along with the information gathered when talking with peers, to design their instruction for all students in the 20-21 school year which may include reteaching, ability grouping, adjustments of pacing guides, increased focus on core subjects.

The Compass School does not currently have any multilingual learners, however we do have differently abled learners. Information about how to address their specific needs can be found in the sections below that refer to special education and/or students with IEP's.

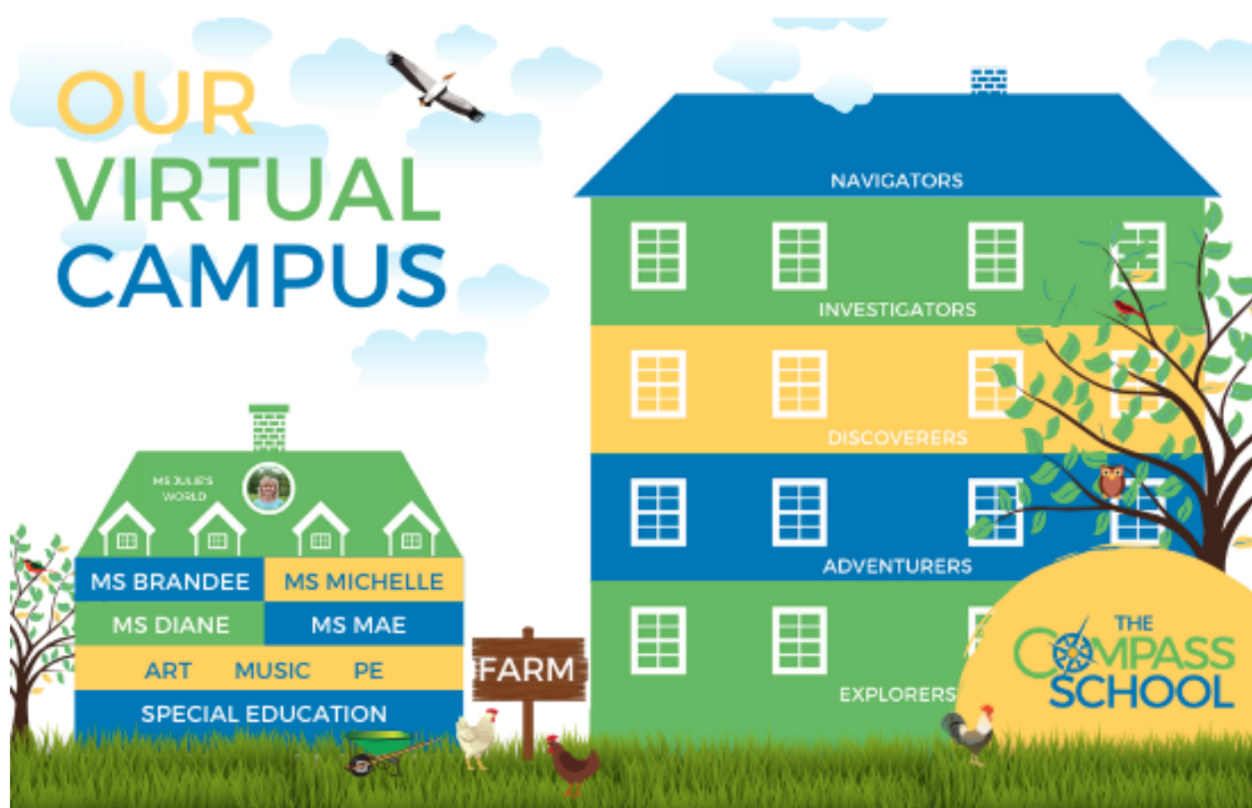
3. Identify the ways in which remote learning in the fall will be different from and/or similar to the spring.

As stated earlier, while the Compass School supported a well-attended and engaging Virtual Learning experience in the Spring of 2020, we aspire to be 100% on-campus during both Full In-Person and Limited In-Person scenarios. That being said, we do anticipate that Virtual Learning will play a role in our reopening plan for the most restrictive environment scenario and when students are out of school due to illness and/or quarantine.

We found that the consistency of our virtual learning schedule, ease of use of our school website as the primary platform for Virtual Learning access, the stable Google Meet live classrooms, and the use of Seesaw (K-2) and Google Classroom (3rd-8th) were key strengths to our virtual learning program. We will continue to use these access points if we were to return to Full Virtual or if an entire class were to be quarantined.

Below is a picture of The Compass Virtual Learning School, found on our password-protected website. On www.compassschool.org, the visual pictured below is fully operational as a clickable entry into our virtual campus. It is designed in a likeness to our in-person for familiarity for our students and families as well as ease of schoolwide organization.

OUR VIRTUAL CAMPUS



Our teachers used a “playlist” format to communicate work completion expectations for the day that were hyperlinked to provide access to the materials. This communication form would continue in the 2020-21 school year, particularly for those students who may be at home due to illness or quarantine and unable to access in-person instruction.

At the middle school level, although we intend to be 100% in person for Limited In-Person, the stable groups of 15 will prevent live instruction by content area specialists in some situations. These teachers are considering a combination of pre-recorded lessons that can be shared with students that are spread over the 5 sections of a single step. Tools such as pre-recorded Google Meets, Jamboard, and Loom are all being considered.

It is important to note that at this time, The Compass School does *not* have the staffing to support live lessons to students who are at home during quarantine or due to illness. While these students will continue to have access to the assignments and online resources during their time at home, staff will not offer live instruction. However, the Compass team will offer feedback to all work completed via Seesaw and Google Classroom. When the student returns to school following the absence, he/she would participate in small group ramp up sessions to address missed content/instruction.

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

One of the best indicators of the rigor of The Compass School's Virtual Learning program is the Spring 2020 iReady assessment outcomes, which demonstrated small amounts of learning loss in comparison to the prior year's outcomes utilizing in-person instruction.

When we use online learning, we strive to stay consistent with curriculum delivery as much as possible. For example, we accessed our science program (FOSS)'s online resources as they were in-line with the standards we were addressing at the time. The same is true for Zearn, the online platform that supports the EngageNY math curriculum; this tool continued to be used during virtual learning to maintain consistency for students/families.

That being said, we tried a number of new avenues for instructional and content delivery. Some new tools included: Discovery Education, Pear Deck, Khan Academy and more.

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

The Compass School's typical assessment system is a proficiency-based measure of academic performance. Academic growth is communicated using the following rating criteria:

Academic Progress Key				
BP Beyond Proficient	P Proficient	D Developing	B Beginning	N/A Not Applicable
The student is working beyond the end of the year standard and consistently exceeds grade level expectations. In some instances, it is not possible to work beyond a standard and therefore a BP is not an available rating.	Student is consistently and independently demonstrating proficiency of the end of the year standard.	Student is developing proficiency toward the end of the year standard.	Student is beginning to progress towards the end of the year standard.	This standard has not been assessed during this trimester.

This slide deck is one of the tools that we use to help families understand [proficiency-based grading](#).

Proficiency was challenging to measure while working within a virtual learning education environment. As a result, during Virtual Learning, The Compass School pivoted from our performance-based assessment system to a work completion measurement: incomplete, pass, pass with distinction. At the conclusion of the 3rd trimester in Spring 2020, the following explanation appeared on all students' progress reports (like a report card).

Covid-19 Related Assessment Change

On March 13, 2020, schools were forced to close for in-person learning due to the global pandemic caused by the virus COVID-19. As a result, The Compass School changed its 3rd trimester scoring. There are some areas that were not assessed (like social emotional learning). Additionally, the school opted to use the indicators of *pass with distinction* (blue), *pass* (green) or *incomplete* (yellow) for academic work as opposed to its traditional proficiency-based progress report.

As mentioned previously, we supported students in their progress toward earning pass or pass with distinction through clear expectations of performance, a significant amount of communication with families, and 3 virtual learning check in forms.

The Director explained the protocol with families during the May 8th and May 15th “Community Gathering with Ms. Brandee” live meetings (both the recording and the slides were made available to the families who could not attend live).

Recap from Last Week: Virtual Learning Progress Check In Form

- Goal: No Surprises
- Conferences with the Education Experts
 - April 24th
 - June 2nd
- Virtual Learning Check In Document Update
 - May 11th
 - May 26th
 - June 8th
- 3rd Trimester Progress Reports: June 17th
- Let's take a look at the form.



This is [an example of the Virtual Learning Check In Form](#) to communicate progress.

Academic Subjects						Specials Subjects		
Pass with Distinction: All assignments are completed with a high degree of accuracy and elaboration (available for 3rd-8th grade only) Pass: Most assignments are complete Incomplete: Some/many assignments are incomplete						Pass with Distinction: All assignments are completed. The student demonstrates effort/engagement that exceeds expectations. Pass: Most assignments are complete N/A: Student chooses to not engage in this special during virtual learning.		
Check In Date		Math	Science	SS	ELA	PE/Health	Art	Music
Week of 5/11/20	Currently On Track to Earn:	Pass with Distinction	Pass	Pass	Incomplete	N/A	Pass	Pass
Week of 5/26/20								
Week of 6/8/20								

Please attend to the following assignments. If you have any questions about these tasks, please contact your child's teacher(s).

-

This tool was incredibly useful for both accountability for student/families as well as an early warning system for those who were struggling to meet expectations. We used the data as a vehicle to initiate more supports.

6. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.

- (1) All students at Compass are universally screened using Aimsweb and iReady. Those who fall below the benchmark may be referred to MTSS for support. The Compass School will continue to use the MTSS process for identifying students potentially in need of additional supports (academic or social/emotional). The structures within our MTSS process lend itself to regular progress monitoring until students reach grade/age level expectations at which time they are exited. The Compass MTSS process is as follows:
- Classroom teachers fill out a referral form identifying areas of strength and concern as well as interventions already tried and results of the interventions.
 - The referral is sent to the Compass Director and the Director of Special Education for review. If there is sufficient evidence that strategies were implemented with fidelity and are not working, the referral is forwarded to the MTSS Team (comprised of one regular education teacher, one special educator, the Director and the Director of Special Education).
 - The MTSS team puts the child on the MTSS schedule and invites the classroom teacher.
 - At the meeting, the teacher explains the student's strengths and areas of concern
 - The team brainstorm a goal(s), intervention strategy(ies), a timeframe for how long the intervention will be implemented (typically 4-6 weeks), frequency of the intervention, how progress will be monitored, who will carry out the intervention and where will it be done.

- The student is put on the MTSS schedule at a future date (typically 4-6 weeks) for review
- The document is then shared with anyone involved in the implementation of the interventions
See a blank one [here](#):
- A letter is sent home to the parent explaining the concern, goals, interventions and suggests additional strategies they can work on at home. See it [here](#):
- At the review meeting, the goal and intervention strategy are reviewed and the progress towards the goal is reported as
 - 1 - making progress, continue with strategy
 - 2 - no progress made, change strategy
 - 3 - goal met
- At this point, the parent/guardian(s) are sent [the following letter](#) to let them know how their child is progressing.

(2) Academic Progress Monitoring Dashboard - While in distance learning in the Spring, the Compass School created an easy yet informative system for teachers to monitor progress and to keep parents informed. Every two weeks, teachers assessed students' work completion, work quality and attendance and reports were sent home to parents via email. Interventions were put in place for the children who were struggling in any area. Teachers and parents alike felt this was a very helpful tool to stay informed of students' successes and challenges. Should we have to return to full remote learning in the 20-21 school year, we will implement this practice once again.

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

Director of Student Services will communicate plans for special education services in all three scenarios to families before school begins and gather feedback and ideas about moving forward from parents.

Special education teachers will conduct IEP meetings as necessary to make team decisions regarding flexible development and implementation of IEP goals and services that are responsive to the required three reopening scenarios and mindful of changes that may occur within those scenarios based on the impact of COVID-19 moving forward.

In both full and limited in-person school, special educators and related service providers will be assigned to a pod so they may provide services within the classroom. Pull-out services will be provided as well, with all COVID requirements in place in the pull-out setting.

If/when remote learning is necessary in any of the three scenarios, the Compass School may offer 1:1 resource supports 1-2 times per week rather than in small group 3-4 times per week. GoogleMeets based group support can be more difficult to deliver. One to one virtual instruction delivered less frequently than small group instruction yielded similar to better results for the majority of the students in the spring and would be replicated as needed moving forward.

The Compass School is working closely with families of students with disabilities to ensure IEPs address students' needs while also reflecting the new reality of virtual learning. District special education staff will

continue to partner with families over the summer and into the fall to ensure each students' needs are appropriately addressed.

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

The Compass School Team is incredibly engaged, dedicated, and focused on the successful launch of this year. They have participated in weekly step-level common planning meetings with the School Director and Student Services Director throughout the summer. What's more, they have been meeting regularly with one another to craft classroom and step level plans. Additionally, the Director has been sharing bi-weekly newsletters with updates, RIDE guidance, RIDE FAQs, etc.

Many belong to state-level network groups who have been communicating best practices and sharing resources across the network. Most staff members have actively engaged with their professional networks including our school nurse, Director of Student Services, PE/health teacher, music teacher, classroom teachers, and more.

We have received invitations to participate in other professional development offerings from The Highlander Institute such as: this one on one FREE consulting/ coaching opportunity!



Education leaders are navigating complex waters. Whether helping teachers establish new approaches to learning remotely, overseeing plans for summer school, or figuring out how to organize instruction and resources in the face of uncertainty in the fall, we know you're making many critical decisions to best serve your students, families, and staff.

Highlander Institute is proud to be part of the **Always Ready For Learning Network** is a national, philanthropically-supported initiative to ensure K-12 school district leaders like you get urgent and customized guidance to help you wherever you are in the planning and implementation process. A

coalition of leading education experts, our network will work with you to quickly determine concrete next steps as well as connect you with the tools you need to take action. **It's completely free and offers:**

- **Individualized coaching** based on what you need for anywhere, anytime learning;
- **Rapid 1:1 planning** focused on implementing remote instruction and preparing for back-to-school, as well as access to high-quality resources for implementation;
- **Improved learning models over time**, emphasizing differentiated, personalized approaches and the high-level conditions necessary for those models to succeed long-term.

Access Free Support

What's more, our teachers are engaged in literacy work for the 2 major professional development grants that we received from the RI Department of Education. These include:

- LETRS Training for our early elementary teachers
- EdReports Cohort 4
- CLSD Grant

This year, we are taking a flexible approach to summer learning. The Director will present a framework for accountability, but teachers will be able to take a personalized path on the best way forward for them given their prior background and experience with our Virtual Learning and In-Person Preparation Adventure.

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

- The Compass School implements *Developmental Designs* comprehensive practices that integrate social and academic learning. Research shows that student success relies on a blend of good relationships, social skills, and engagement with learning. All current staff have had extensive training in this approach which focuses on the four points above: *trauma, social emotional learning, restorative practices, and culturally responsive education*. Veteran teachers participate in a refresher training annually while all new teachers and staff participate in a specially designed training for new hires.
- No matter which re-opening scenario we are faced with throughout the year, the Compass School plans on offering opportunities for group and/or individual PD time to further our staff's knowledge about the four topics above. Some resources that we will make available to staff and/or use during PD are the following:

Trauma:

<https://www.schoolcrisiscenter.org/resources/teacher-training-modules/>

- Training videos (with notes) to help staff understand the experiences of the grieving student and provide appropriate supports.

Social Emotional Learning:

<https://selproviders.casel.org/sel-resources/>

- Online resources and activity suggestions to help teachers and parents incorporate social emotional learning into everyday lessons and activities such as: [Making the Most of “Going Virtual” in Response to COVID-19](#)
- Educators can build in time for students to check in with each other, to share an experience, and to have fun during virtual classes as this provides opportunities for social connection and promotes self-awareness, social awareness, and relationship skills. Parents and caregivers can brainstorm with their children about creative ways to stay connected with peers through technology, exchanging letters or crafts, or collaborating on projects.

Restorative Practices:

- Restorative Practices are part of the Developmental Designs approach - see above.

Culturally Responsive Education:

[Coronavirus Teaching Cultural Responsibility](#)

- “1 hour webinar on interdisciplinary connections, media literacy, strategies for supporting students’ social-emotional well being, and resources to probe deeper questions about community, responsibility and the common good”

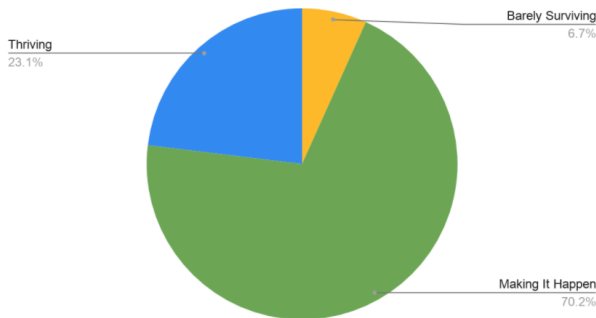
10. Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).

Over the course of the Virtual Learning in Spring 2020, The Compass School surveyed families weekly and used this feedback to adjust our course. In total, there were about 11 surveys on a variety of different touch points. I’ve included some of the summary data below.

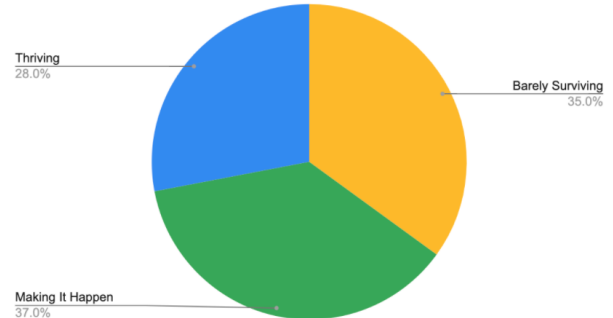
Community Pulse Check

82% of families reporting, 100% of Education Experts reporting

Compass Families Capacity Status

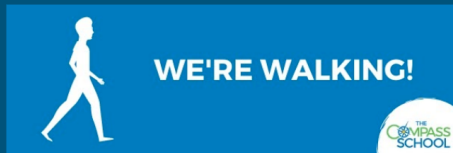


Education Experts Capacity Status



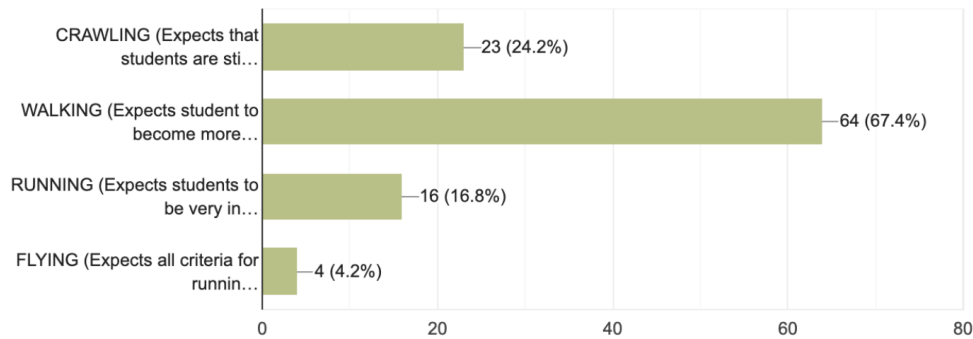
Our Education Experts got Compass to this amazing place.

How will we thank them during Teacher Appreciation Week? (next week)



What stage of transition to Virtual Learning best reflects your child's TEACHERS' EXPECTATIONS?

95 responses



THE COMPASS SCHOOL



Additionally the RI Department of Education surveyed all families on their Virtual Learning Experience in Mid May 2020. 76 families (out of about 100 total) participated. [The raw data can be found here.](#)

Here are some of the highlight quotes that were repeated throughout:

- “The Compass School has been so supportive during these times. From the top staff to the bottom everyone is working as a team and keeping close eyes on every family. Feel fortunate to have so much support.”
- “Overall, it has been great! Many schools are not flexible with their lessons/teaching styles. I love that this school has focused on emotional aspects with lots of support.”
- “Compass Community works hard to involve all stakeholders from the paid faculty and staff to parents, and children. The welcomed input from all stakeholders creates a strong sense of community and spirit to do well. We are fortunate to have a good administrative staff and dedicated teachers.”
- “The Compass School has been AMAZING! They are so organized, prepared, and helpful!”
- “Compass’ plan is a model for the state.”
- “I don’t think I can really say more. Compass is hitting virtual school out of the park. I’m thrilled that my son is at Compass always, but especially during this time.”
- “Mental health in are house hold is a huge deal as multiple people in the family have anxiety/ depression which can make distance learning difficult some days. The teacher/school has been amazing with working with my oldest to make sure we can be successful with minimum issue’s.”
- “Compass nailed it! Thoughtful planning, preparation and implementation. Made adjustments along the way. Excellent communication with students and families. An amazing school with Professional Educators leading by example. They have a model that should be used as an example for the state of RI. -Louis F Ruffolo, PhD”
- “My daughter is continuing to receive a high level of support from her special educators which is fabulous. Since I am now teaching remotely myself, I am able to get a glimpse into how her teachers (classroom, TA, SpEd) communicate with the children and I can say enough good things about my daughter’s school team!”
- “Compass has gone above and beyond as always to make this experience the best it could be!!”
- “Compass is super organized. I wish my other child went there right now as the set up is so user friendly , teacher support is immense (for the students and parents!) the community is close, and the director is so great at supporting and guiding the entire school community during this crazy time. When my child is getting ahead of her peers in her work she has a meeting with her teachers to help her continue on up. Her learning plan is individualized to her specific needs. There are extra options to help her move forward in her work. If she has questions they are answered in real time almost immediately as if she were in the classroom. She loves seeing all her different teachers and friends faces online as well. She is staying very connected with the school from home. I cannot say enough good things about how this distance learning through Compass has gone.”
- “Compass has been a leader in the state at setting up effective distance learning. Our director, Brandee Lapisky, is an inspiration and should be publicly recognized for her amazing work.”
- “Our director Brandee Lapisky has and her team have done a fantastic job communicating with parents beginning with daily updated and now weekly live patent meetings on Friday. The school has completely redesigned their website so students and parents know where to go to acres the people and information they need. The school is staying true to it’s mission and incorporates key program areas so the children do not feel like they are “missing out” on important yearly milestones. I cannot express how lucky I feel to have a child at The Compass School during this isolated time.”

- “As a family of two teachers and one student in distance learning we are overall very impressed with how The Compass School is working with distance learning.”

Regarding constructive feedback, here are some common themes:

- “It seems we could use more work. Honestly, they seem to be “done” with school early on some days and it’s hard to keep them occupied at home otherwise. Being that the “social” aspect of school is now missing, I would love to see some of this time used with “group meets” or more “fun” social activities to keep connections with classmates and friends.
- However other families said, “More time to get music and art done. We have a pretty full day just with academics. If there were particular days set aside with say an afternoon off from academics we could probably participate more in specials.
- “The constant pressure that teachers feel.”

In analyzing the data, most of it was overwhelmingly positive. The main focus for improvement would be continuing to personalize the path - ratcheting up the rigor for those who can handle it and continuing to make the assignments and time commitment manageable for families who struggle with virtual learning.

I appreciate that the families called out the level of pressure and stress that it was for our staff to execute the program as we did.

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.

Student Progress:

- 3 Virtual Learning Check In Forms
- 2 Parent-Teacher-Student Conferences
- Regular outreach

Changes in Health/Safety Guidelines and Distance Learning:

- Teacher/Step Level Messaging
- Seesaw and Google Classroom Announcements and work feedback
- Weekly (sometimes more often) [A Note from Ms. Brandee](#)
- Weekly Community Gathering with Ms. Brandee for adults (live, recorded, and slides) Recordings can be made available to the RIDE Team or DM Group upon request. It is password-protected.
- Bi-weekly Morning Gathering with Ms. Brandee for students (live, recorded, and slides)

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

The Compass School has built a strong culture of trust, safety and respect among our students and their families by following the Developmental Designs approach. We believe addressing the basic needs of children for autonomy, competence, relationship, community and play are essential for creating a positive school and classroom culture. At a time when children’s physical and social realm for experience is reduced,

their sense of control is weakened and the possibility for emotional stress is increased, a structure that provides for addressing all these human needs is essential now more than ever.

We will be continuing to maintain the core elements of this program including daily morning meetings, creation of classroom based and school based “social contracts”, modeling and practicing routines in order to foster a sense of safety and predictability, having student play community-building games within their pods each day - all are crucial to maintaining our strong culture.

Parents are engaged with this process through many communication avenues: newsletters from teachers, student-led conferences, weekly “A note from Ms Brandee”, family ice cream social, etc. Any events that we hold that help build/foster a strong school culture with families that have previously been done in person, will be accommodated to fit the guidelines of whichever scenario we may be in at the time of the event.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
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Social-Emotional and Mental Health Support

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

Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

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 staff needs.

EVIDENCE:

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

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

Mae Naron, School Social Worker (mnaron@compassschool.org)
Michelle Bush, Director of Student Services (mbush@compassschool.org)

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

In August 2020, staff will create personalized wellness plans which we will revisit throughout the year to ensure that staff are offered the support to reach their own goals.

The Director will continue to conduct Staff Capacity Surveys like she did in Spring 2020. Click here for a [sample Capacity Google Form from April 2020](#).

Encourage staff to access RIDE Resources, such as the Pure Edge Trainings and [Building Confident Kids Conference](#).

Offer staff a referral list for mental health supports in the area they live. The Compass Health Care Coverage (offered to employees at a 90/10 split) covers mental health care.

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. 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, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.
	X	g. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.
	X	h. Create sample schedules with the plan of how to approach all three in-person reopening scenarios. Sample schedules should be for all different age groups and settings. Scheduling should consider policies around drop off, pick up, meals, passing times (such as between classes) that adhere to social distancing guidelines and other health and safety guidelines provided by RIDOH and RIDE.
X		i. Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
Transportation		
X		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
	X	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.
X		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. - Cleaning schedule - Maximum capacity based on RIDOH guidelines
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).

Technology		
		p. Designate a lead technology point of contact.
		q. Develop a return to school technology plan.
X		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.
		s. Survey families to determine technology needs
X		t. Develop process for inventory of technology: - Students utilizing school devices at home - Faculty utilizing school devices at home - Return and sanitation of devices - Tracking computer issues
Family and Community Engagement (communication and partnerships)		
	X	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)
X		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
X		w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X		x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.
		y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.

Re-opening Operation Plan

ASSURANCES:

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

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.

X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X	Establish procedures for entering the school building for teachers, students, visitors, vendors.
X	Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.
X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.
X	Develop process for inventory of technology.
X	Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
X	Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.
X	Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.

EVIDENCE:

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

1. Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.

Staff members who previously served in a part-time capacity have demonstrated willingness to come on board in a full-time capacity to support the team as needed.

The Director is working on creating a plan to address the substitute issue. It is geared toward those in the Class of 2020 who graduated with teaching certifications, having never student-taught in-person. The program would be a semester long internship, structured similarly to student-teaching.

The post certification intern would have an opportunity to work alongside a high-performing Compass School educator learning the ropes of in-person instruction. The compensation would come in the form of experience, resume flair, a letter of recommendation from the Director, and a certificate from the Compass School indicating that the teacher participated in-person student teaching.

In the event that staff members are out, the intern would be paid the daily sub rate to move into the teacher role. Unlike a student teacher who cannot be left alone with the class, these are certified teachers who can fly solo.

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

Meals

The Compass School has always had a classroom-based and/or outdoor-based lunch time procedure. We have never operated with a full cafeteria, so our prior year's procedures are already in compliance with the RIDE and RIDOH guidelines.

Meals are delivered to the Farmhouse (the administration building) where they are sorted by class. In this next year, we will use a "grab and go" method, asking the food service provider to deliver the meals in brown paper bags to further reduce staff contact with student food.

Teacher Assistants will continue to pick up their students' lunches from the Farmhouse and deliver them to the classroom. Students will eat at their desks or outside. The majority of students bring their own lunches.

Passing Times

Student passing times have been significantly reduced.

- The elementary school will continue with a classroom-based model.
- Specials teachers will rotate to the classrooms during inclement weather; during nice weather, students will travel outside (escorted by teacher assistants) to the Music tent, the Art tent, and the PE pavilion.
- The middle school students will remain in a home-based classroom and teachers will rotate to them. Middle school students will have a single stable group that they belong to (different than a typical schedule in which they are members of 3-4 different groups throughout the class rotation).
- This is a link to the [Master Schedule](#).
 - The first tab includes schoolwide specials.
 - The second tab is the 5th/6th grade schedule.
 - The third tab represents the 7th/8th grade schedule.
- This is a link to a [sample 2nd grade schedule](#).

3. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses.

As mentioned above, The Director put out a call to families to reduce bus ridership during the pandemic. Families responded by committing to alternate forms of transportation to school including driving, carpools, and extended day. Many families' willingness to do so, created space on the "life rafts" which are our new name for the buses.

The data came through as follows:

Summary Data	
# of students who previously rode bus who will not in 20-21	46
# of students who need life rafts for 20-21	68
# of students who will participate in extended day in 20-21	35
# of students who didn't attend last year OR were car pickups last year & will be car pickups in 20-21	51
Total # of students accounted for	200
# of students NOT accounted for	16

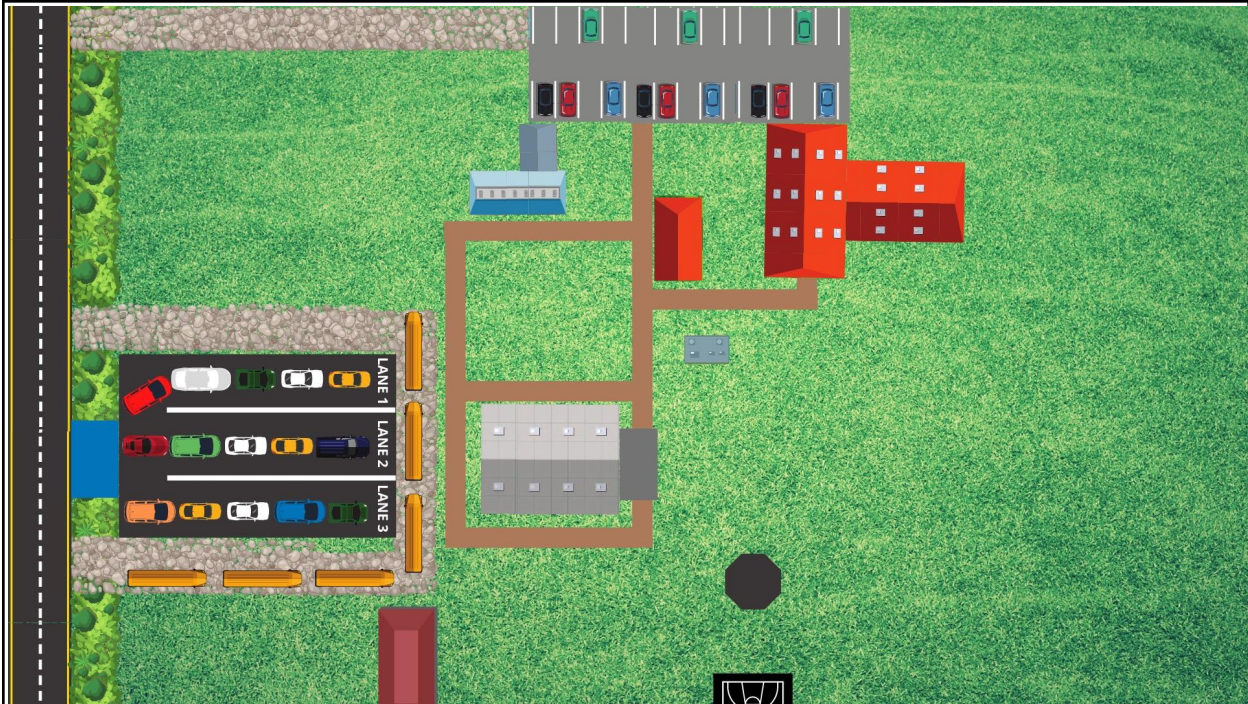
Our team is currently following up with the 16 students not yet accounted for.

Given the increased number of students who will participate in car pickup, we will make revisions to our pick up procedures.

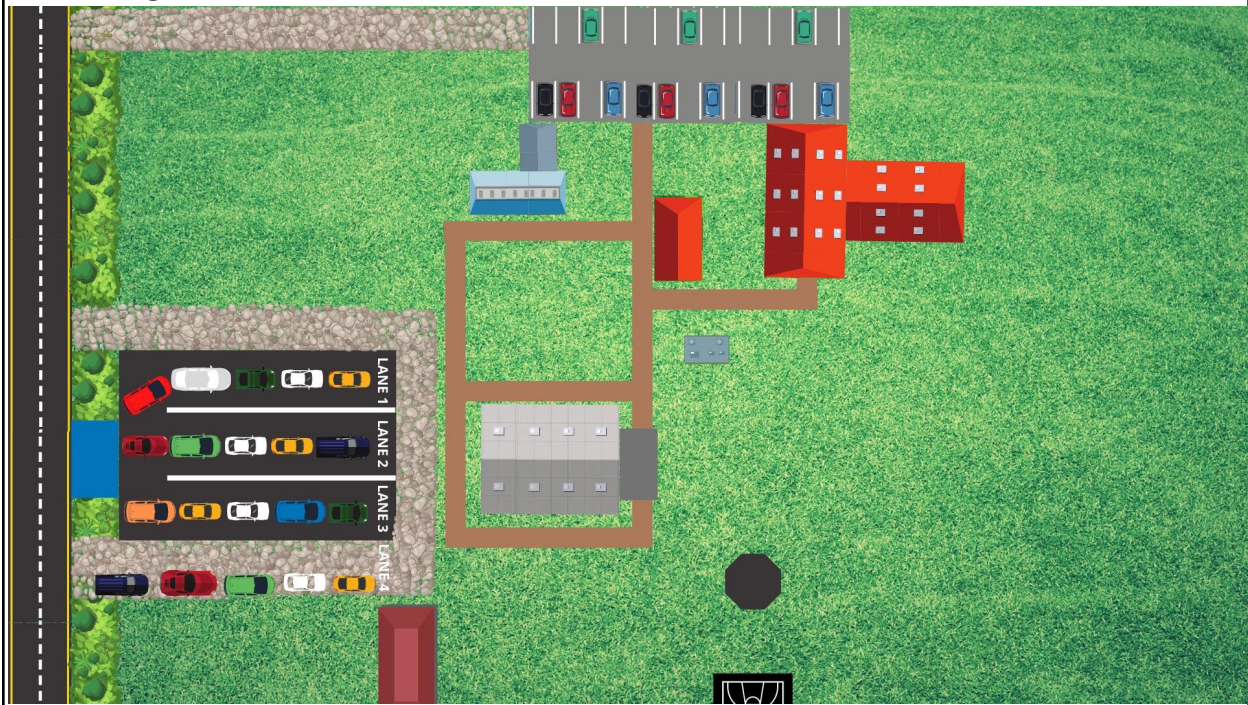
- 2 pickup sessions: 3:00 and 3:15.
- Kids stay in their classrooms until it is their pickup session.
- The pavilion is divided into lanes in the same way that the parking lot is.
- Kids line up in the pavilion with their siblings/carpool buddies in their assigned lane number. This lane number matches the lane number that their parents have been assigned.
- Loading
 - The first picture below is the 3:00 - we have 3 pickup lanes and the buses. Once the buses roll out, we load the lanes. Once a loader has loaded their whole lane (brought their lane from the pavilion to the calls), they dismiss their whole lane.
 - There is no parent book signing - the lane loader checks off that they loaded the families in their lane.
 - The second picture is the 3:15 zone. We have 4 pickup lanes for cars because the buses have departed.

Please see the visuals below:

3:00 Loading



3.15 Loading

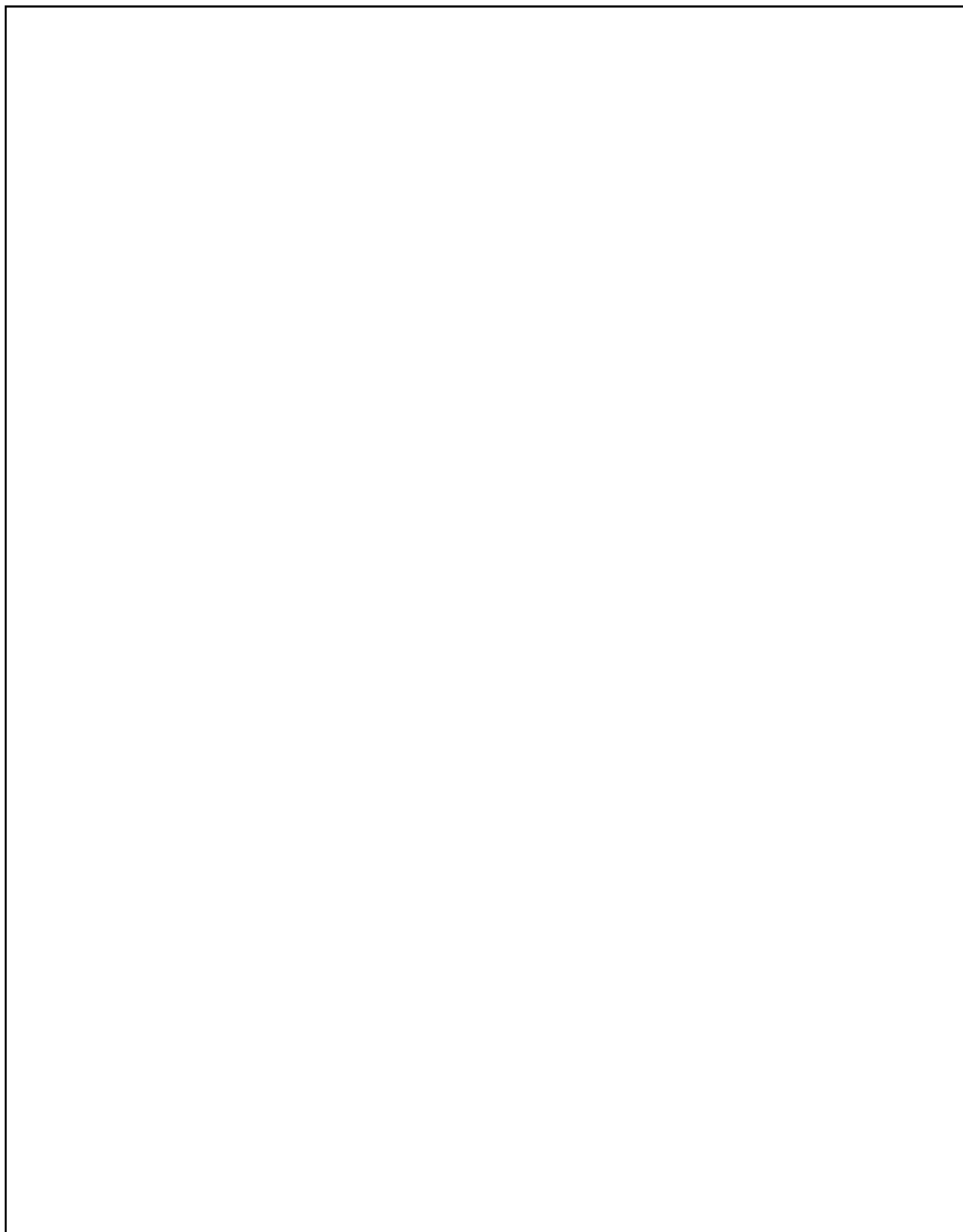


4. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback).

The Director began the work of communicating about the reopening to families by creating a slideshow of “The New Rules” which was essentially the [RIDE guidance boiled down to 18 slides](#). This is a link to the slide deck and here is a link to the 7/9/20 communication titled, [“A Note from Ms. Brandee: Understanding the New Rules”](#).

From there, on July 10th, the Director ran a hour-long Town Hall Gathering with families on titled, “Community Gathering with Ms. Brandee: Reopening Compass”. [The slides for that meeting can be found here](#). The format of the meeting was a ½ hour presentation of the reopening plan followed by a ½ hour Q&A session with families. A Compass parent served as facilitator.

The following is an excerpt from the message from the Director sent on 7/14/20 titled, [“A Note from Ms. Brandee: Reopening Next Steps”](#):



July Communication Schedule

Many families reached out after Friday's Town Hall with positive feedback saying that it was a very informative hour. That's a great start!

At the same time, we have **a lot more puzzle pieces** to put together. After Friday's event, I reflected that:

1. More information generates more wonders and ideas.
2. A live large group format that is being recorded for hundreds of folks to view isn't exactly the best place for parents to open about their fears.
3. While these parent sessions are great, what about the *kids*? (I love our Compass adults, but to be honest I do all this work for your kids).

It is with all that in mind that I'm rolling out **a schedule of July Friday afternoon events to enhance our communication and partnership** as we prepare for the fall. (I also have ideas for August, but we're taking this one month at a time). These are in addition to weekly A Note from Ms. Brandees.

For consistency, all of these interactive events will be held **virtually, every Friday in July from 3:00 - 4:00 pm**.

- **For Adult Community Members:**
 - Friday, **July 10th**: Community Town Hall (**done!**)
 - Friday, **July 17th**: Community Small Group Listening Circles
- **For Student Community Members:**
 - Friday, **July 24th**: Student Town Hall
 - Friday, **July 31st**: Student Small Group Listening Circles

You are probably saying, "**Ms. Brandee, what in the world is a Small Group Listening Circle?**" Well, read on below for my vision for them.

Small Group Listening Circles are designed for participants to share their wonders, concerns, and ideas in an open and supportive setting. 4-5 participants sign up to meet with Ms. Brandee (or another staff member) in a virtual but not recorded 20 min session.

Please use the form below to sign up for a session with me this Friday. You'll hear from me within 24 hours with a calendar invite to a Google Meet.

Next Steps

Following the Small Group Listening Circles, the team will have a better understanding of the concerns/needs of the community.

We will release a FAQ on Monday, July 20, 2020.

Our team is looking forward to the sessions with students on July 24th and July 31st.

In the 2nd week of August, we will do more specific surveying about family and student sentiment about the return.

No families have reported that students have an underlying health condition that prevents them from returning to school at this time.

One parent wrote,

“Hi Brandee, I just wanted to drop you a quick note to say hi and let you know that I fully support the Compass reopening plans. I have complete faith that Compass can re-open in person on August 31st safely and effectively. Good luck with the RIDE submission. If you ever need any back up support, let me know. I would be happy to write letters, etc. or whatever needs to be done to lead the charge.”