

DRAFT



LITTLE COMPTON SCHOOL DEPARTMENT

2021/2022 Back-to-School Plan

PURPOSE STATEMENT

The Little Compton School Department's 2021/2022 School Year Planning Team serves as a steering committee during the COVID-19 global pandemic to ensure continued high-quality teaching and learning opportunities for all Wilbur & McMahon School students while adhering to RIDOH and RIDE guidelines to promote a healthy and safe learning environment for students and staff.

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SUPERINTENDENT'S MESSAGE

A year ago, at the start of the global pandemic, it was clear the Little Compton School Department could not plan for a normal school year. However, what was also clear was the fact that we could seize the opportunity to envision and create a “new normal” – taking all that we learned during the shutdown in the spring of 2020, and rebuild the way we “do school” in a manner that continues to honor the unique strengths, interests, and talents of all students.

During the 2020/21 school year, where most schools struggled, Wilbur & McMahon School succeeded in offering full in-person learning (with a distance-learning option) for all PreK-8 Little Compton students throughout the 2020/21 school year. The town’s strong support of Wilbur & McMahon School afforded administration and staff ready access to ample resources that served the school quite well (i.e. optimal class-sizes – perfect for distancing, green spaces and funding for commercial-grade tents, HVAC and filtering/purification systems, appropriate custodial staffing – with overlapping shifts for continuous deep cleaning, brand new Chromebooks for all students and staff).

Wilbur & McMahon School’s fully flexible, synchronous teaching and learning model — which is way ahead of the curve, thanks to a pre-pandemic investment in state-of-the-art teleconferencing technology ([Promethean World](#)) — will continue to ensure equity and excellence for all students, whether they are on site/in person or engaged in distance learning (PD Days and days when there is inclement weather). This new technology provides Wilbur & McMahon School with the capacity to toggle seamlessly between on-site and remote learning for all students — which is critical for the foreseeable future, as the global health crisis continues to wax and wane.

In addition, throughout the 2021 hybrid school year, we leveraged several data points to capture and illuminate how individual students and cohorts were performing academically and socially-emotionally. This provides us, moving forward, with the tools to empower students to understand their own journeys towards proficiency and beyond, no matter what instructional modality is employed.

Surely, the pandemic has brought challenges to all sectors of society, but, true to form, all members of the Little Compton School Department and the greater community continue to work together to offer our students an enriching and vibrant education within safe and healthy spaces. Thank you for continuing to support our most precious resource – Little Compton’s children and young adults.

Sincerely,



Laurie Dias-Mitchell, Ed.D.
Superintendent of Schools

VISIONING AND GUIDING PRINCIPLES FOR RE-OPENING *(In alignment with [LEAP Task Force](#) Priorities and Recommendations),*

Our Vision

Wilbur & McMahon School is dedicated to preparing students for educational and life experiences in an atmosphere where there is respect for the dignity of every person and an enthusiasm for learning. Wilbur & McMahon School is dedicated to the principle that educational programs be both challenging and supportive, distinguished by consistent high standards and by attention to the needs and potential of individual students.

Our Mission

The mission of the Wilbur & McMahon School is to develop a comprehensive educational community with high academic standards that challenge all students to love learning and to become skilled communicators and critical thinkers who are respectful, motivated, responsible, and self-confident contributors to their community and their world.

Our Beliefs

The following beliefs encompass the fundamental convictions, values and character of the Little Compton School Department and direct the activities of our school.

- We can always improve.
- We are equitable: each student accesses an educational experience based on high standards.
- Not all children will achieve the standards in the same way or at the same time.
- School must provide safe, secure, nurturing learning environments.
- School must be flexible to change.
- Education is a shared responsibility requiring the cooperation of the student, family, school and community.
- School prepares and challenges students to contribute to the community.
- Love of learning fosters lifelong educational growth.

Guiding Principles During the Pandemic:

- We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make.
- We will be transparent. We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control.

- We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and communities what they need, knowing that our communities have been hit by the virus at different magnitudes.
- We will listen. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
- We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change. This means the ability to toggle seamlessly between on-site and remote learning (PD Days and days when there is inclement weather).

Hopes and aspirations for the fall

The LCSD is committed to remaining agile and flexible throughout the course of the pandemic. This means the ability to toggle between on-site and remote learning (PD Days and days when there is inclement weather) is critical for the upcoming school year. We are committed to supporting families that lack adequate internet connectivity, appropriate learning devices, suitable working space, and tech support. To improve broadband access, we will continue to provide hotspots and partner with providers to address infrastructure gaps among our children and young adults.

The process of building LCSD's Back-to-School Plan

At the core of the planning process is the multi-faceted LCSD Planning Team (steering committee), which was in place for the 2020/21 school year and includes all of the original members (with one change -- the School Committee Chairpersonship). The Team completed the bulk of "reopening work" last year and resumed this work, every Thursday at 11:30am throughout these summer months, and will do so until opening day – September 8, 2021. Once school reopens, the team will meet at point of need to enact necessary course corrections based on updated guidance from state and federal agencies.

LCSD Planning Team

Polly Allen – School Committee Chairperson

Ed Burnett – Parent (Assoc. Dean for Campus Life at Wheaton College/reopening that campus)

Jason Ford/Mike DeLeo (President, Little Compton Teachers' Association) – Lead Teachers

Laurie Dias-Mitchell – Superintendent

Jean Dunn – Nurse-Educator/LC Teachers' Association Past President

Jonathan Gabriel – IT Director

John McNamee - Business Manager

Mary Elizabeth Miller - Counselor/Social Worker

Christina Nixon – Parent (PhD in Molecular Biology/infectious diseases expert)

Chris Osborne, Jr. – Head Custodian

Carolyn Sedgwick - HR Director

Corey Soderlund – Parent (retired FBI, security/crisis management)

Beth Turcotte – Education Support Personnel Union President

Sonya Whipp – Principal (alphabetically last but not least!)

Health Support Team

Jean Dunn, Nurse Educator

Dr. Christina Nixon

Chief Richard Petrin, Little Compton Fire Department

Lt. Justin Teixeira, Little Compton Fire Department

Polly Allen, Little Compton School Committee Chair (ad hoc member)

Laurie Dias-Mitchell (ad hoc member)

Carolyn Sedgwick (ad hoc member)

Sonya Whipp (ad hoc member)

Operations Team

Laurie Dias-Mitchell, Superintendent

Jonathan Gabriel, IT Director

John McNamee, Business Manager

Carolyn Sedgwick, HR Director

William Moore, Town of Little Compton (ad hoc)

Tony Teixeira, Town of Little Compton (ad hoc)

The Planning Team is empowered to prepare for re-entry, set and manage metrics that matter most in each domain, and ensure performance for:

- maximizing student learning and ability to thrive (i.e. access-gap reduction, academic growth);
- maintaining health, wellness, and safety of the entire school community (i.e. PPE availability, compliance with distancing);
- supporting educators and staff to adapt and respond (e.g., family satisfaction); and
- securing a strong financial and operational future

In an ever-changing landscape, members of the Planning Team (in concert with cross-functional teams/building-level committees) continue to solicit feedback from students, families, teachers, staff, and other stakeholders through a variety of channels -- including social media and family surveys. This Team also holds public accountability and communications responsibility and coordinates the planning process with guidance from state and federal agencies.

Timeline with major milestones, including expected communication

7-22-2021 LCSD Back-to-School Planning Team Meeting 11:30am
7-26-2021 Superintendent “Back-to-School” message #1 to community and staff
8-3-2021 Health Support Team Meeting 8:30am - 9:30 am
8-5-2021 LCSD Back-to-School Planning Team Meeting 11:30am
8-5-2021 Superintendent “Back-to-School” message #2 to community and staff
8-12-2021 LCSD Back-to-School Planning Team Meeting 11:30am
8-12-2021 Superintendent and Principal meet with ILO Group consultants to pressure check Back-to-School Plan
8-12-2021 Superintendent “Back-to-School” message #3 to community and staff
8-13-2021 Health Support Plan submitted to RIDE/RIDOH
8-19-2021 Back-to-School Planning Team Meeting 11:30am
8-19-2021 Superintendent “Back-to-School” message #4 to community and staff
8-26-2021 LCSD Back-to-School Planning Team Meeting 11:30am
8-26-2021 Superintendent “Back-to-School” message #5 to community and staff
8-31-2021 Staff Orientation Day
9-1-2021 Staff PD Day1 – Transition Grades Orientation
9-2- 2021 Staff PD Day2 – Transition Grades Orientation
9-2-2021 **Superintendent “Back-to-School” message #6 to community and staff**
9-6-2021 Labor Day (No school)
9-8-2021 Students Report 1st Day of School
9-9-2021 **Superintendent “Back-to-School” message #7 to community and staff**
9-16-2021 **Superintendent “Back-to-School” message #8 to community and staff**
9-23-2021 **Superintendent “Back-to-School” message #9 to community and staff**
9-30-2021 **Superintendent “Back-to-School” message #10 to community and staff**
10-7-2021 LCSD Back-to-School Planning Team Meeting 11:30am
10-11-2021 **Columbus Day (No school)**
10-22-2021 Staff PD/ Distance Learning Day3
11-8-2021 End of 1st Quarter
11-10-2021 Parent Teacher Conferences (4pm-7pm)
11-11-2021 **Veterans’ Day (No school)**
11-16-2021 Parent Teacher Conferences (4pm-7pm)
11-24 to 26 2021 **Thanksgiving Recess (No school)**
12-23 to 31-2021 **Holiday Recess (No school)**
1-17-2022 Martin Luther King Day (No school)

1-26-2022 End of 2nd Quarter

1-28-2022 Staff PD/ Distance Learning Day4

2-21 to 25- 2022 Winter Recess (No school)

3-14-2022 Staff PD/ Distance Learning Day5 – End of 3rd Quarter

4-6-2022 End of 3rd Quarter

4-15-2022 Good Friday (No school)

4-18 to 22-2022 Spring Recess (No school)

5-11-2022 Staff PD/ Distance Learning Day6

5-30-2022 Memorial Day (No school)

6-17-2022 or 180th day – Schools Close

STRENGTHS AND CHALLENGES FROM THE 2020/2021 SCHOOL YEAR

No one could have foreseen the recent abrupt shift in education, socialization, and commerce — due to a pandemic. It is a global reset for the ages, for sure. Wilbur & McMahon (WMS) is a precious place, for so many reasons, but it is also resilient and adaptable. As we move forward towards uncertainty regarding just how the 2021/22 school year will look, taking inventory of our wins and losses from the past school year – 2020/2021 – is critical.

STRENGTHS:

Town Support: The town's strong support of Wilbur & McMahon School afforded administration and staff ready access to ample resources that served the school quite well (i.e. optimal class-sizes – perfect for distancing; green spaces and funding for commercial-grade tents; HVAC and filtering/purification systems; appropriate custodial staffing, with overlapping shifts for continuous deep cleaning; brand new Chromebooks and iPads for all students and staff).

Outdoor Learning: The school's beautiful green spaces as well as the installation of commercial-grade tents made outdoor learning a 180-day prospect!

In-Person Learning: On opening day of the 2020/2021 school year, 86% of our students returned for full, in-person learning.

Educational Technology: In Little Compton, we have been making investments in technology for years (federal REAP grant funding, local monies) leading up to the pandemic, so we found ourselves in a place where the majority of our faculty and students already had familiarity with many of the services that have suddenly become so much more central to everyone's daily lives. Careful planning put Wilbur & McMahon in the enviable position of being 100% ready for the new school year and the challenges of a hybrid-delivery system.

1:1 Device Program: During the last school year, we provided a device for every single student, ensuring all kids had equal access to the same technology and resources. This also made it easier for teachers to assist in troubleshooting, and gave them a platform they could design their curriculum around, and that they could rely on to be consistent for each and every learner. Students in Pre-Kindergarten through 1st grade were using iPads, and for the first time, each student in grades 2-8 was assigned a brand new, state-of-the-art Chromebook. Families who requested assistance with high-speed internet access were provided with hot spots (the district assumed the monthly service fee), or, if they lived in an area that receives service, subsidized cable internet service.

Dedicated Staff: Our teachers and support staff valiantly climbed learning curves (Google Classroom, Promethean, PlanBoard, Zearn, Google Meets, ParentSquare, i-Ready instructional modules, Bublup, FlipGrid, RazzKids, Gizmos, Nearpod, JamBoard, Screen Castify) and also stretched their instructional capacity to offer an equitable learning experience for all students -- whether our young scholars were in-person or at home (fully synchronous).

Supportive Families: Once again, as was the case in the spring of 2020, parents and guardians exhibited high engagement, flexibility, and stamina.

Help Desk: All families and staff had access to a staff-run helpdesk: helpdesk@lcsd.k12.ri.us as well as a new ticketing system.

Online Dashboards: High-quality online resources and a single sign-on portal (Clever) were fully integrated within WMS' instructional program, across grade levels.

Communication: The district continued to leverage [ParentSquare](#) and trained staff and offered tutorials for families, and communication from all sectors of the school department was frequent and thorough.

CHALLENGES:

Distance Learning: 14% of our students were not in-person for all or part of the school year. (data: student, staff, parent/guardian feedback)

Inequity: Although all students had home internet access for DL days (and isolation and quarantine days), connectivity was more robust for some than it was for others, and school and RIDE-provided hotspots did not always improve things. This caused inequitable access to our distance learning program – one that staff and administration mitigated on a daily basis with email assignments and paper packets, when necessary. (data: student, staff, parent/guardian feedback)

Social Emotional Learning: Our school community – parents, guardians, students, staff, School Committee – managed this unprecedented shift well. However, it was not lost on anybody that the pandemic exacted a high social-emotional toll on our students, and a financial and psychological toll on their families and on all of our staff. At mid-year, we were compelled to add a part-time Behavior Specialist to assist in supporting vulnerable students. (data: student, staff, parent/guardian feedback)

Fatigued Families: Many parents/guardians, in the midst of the pandemic, were thrust into telecommuting and found it difficult to facilitate their child's learning while also working full or part-time from home. Also, families where one or both parents were considered essential personnel, so had to leave the home every day, experienced childcare challenges on (DL days, quarantine and isolation days). (data: parent/guardian feedback)

Over-Programmed Staff: The steep learning curve for educators adopting multiple software systems for a virtual and/or hybrid environment caused massive burnout. Administration continued to work together to sustain a supportive environment (daily updates from the Principal, frequent HR check-ins and programming, catered lunches during content-packed PD days, snacks every Thursday), where all members of the LCSD felt heard and respected.

Back-to-School Planning Template

LEA Name: **LITTLE COMPTON SCHOOL DEPARTMENT**

Point of Contact: **DR. LAURIE DIAS-MITCHELL, SUPERINTENDENT**

Email Address: **LDIAS-MITCHELL@LCSD.K12.RI.US**

Phone Number: **401-542-1116**

Introduction

Overview and Purpose

This document contains the critical components needed for a school district's Back-to-School plan¹. Local Education Agencies (LEAs) were required to use this template to create plans aligned to the guidance document titled "[PreK-12 Health and Safety Guidance for the 2021-2022 School Year](#)." *Note that this planning document is an iteration of the 2020-2021 Reopening Plan Template. This document and the guidance document were used side-by-side.*

As directed by RIDE, the LCSD Back-to-School Planning Team considered all of the critical components included in the following tables to develop and/or enhance our Back-to-School plan. We used the planning template included below and each table to capture the identified information and evidence to return to the Rhode Island Department of Education (deadline: Friday, August 27, 2021).

Per RIDE/RIDOH mandate, policies and procedures related to COVID-19 Mitigation Strategies ([LCSD Health & Safety Plan](#)) were submitted via electronic survey form to RIDE on Friday, August 13, 2021 for review and feedback from the Rhode Island Department of Health (RIDOH) and approved by both entities on Monday, August 16, 2021.

¹ Per Rhode Island's [State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#) (ARP ESSER), the Back-to-School Plan serves as the "Safe Return to In-Person and Continuity of Services Plan" required by the U.S. Department of Education. This plan, along with a substantially approvable LEA ESSER III Funding Application, are the two required components for LEAs to receive their ESSER III allocation from RIDE.

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Promoting vaccination		
X		a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
Physical distancing		
X		b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X		c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
X		d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X		e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
Face coverings		
X		f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.
X		g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X		h. Refer to CDC guidance for the use and care of masks.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
X		j. Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.
School-based testing		
	X	k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit

		school-based testing plan at https://forms.office.com/g/ESjpgYymqb by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.
Cleaning, disinfection, and hand hygiene		
x		l. Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
Responding to staff and students who are sick		
x		m. Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
	x	n. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE. Please include a cell phone number.
x		o. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
Communication with staff and students		
	x	p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYymqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.
x		q. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
x		r. Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
x		s. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
x		t. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
x		u. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

Health and Safety Plan

ASSURANCES:

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

X	Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
X	Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X	Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance
X	Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X	Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
X	Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.
X	In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X	Refer to CDC guidance for the use and care of masks
X	Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.
X	Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).
X	Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
X	Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
X	Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
X	Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X	Post signs or posters describing the district's rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.

X	Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X	Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

EVIDENCE:

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

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

Full Name	Email Address:
Jean Dunn, RN	jdunn@lcsd.k12.ri.us
	Cell Phone Number:
	401-239-8256

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

Link here for → [LCSD HEALTH & SAFETY PLAN](#)

Instruction		
Provide Assurance	Submit Evidence	
Instruction		
	x	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	x	b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.
X		c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	x	g. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan.
x		h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
Special Education Services		
x		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
Staff Supports		
x		j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
x		k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
x		l. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
Family and Community Engagement (communication and partnerships)		

	X	m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.
X		n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		o. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

ASSURANCES:

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

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

EVIDENCE:

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

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

[LCSD/WMS Assessment Calendar 2021-2022](#). Data from the district/school assessment system is reviewed on an ongoing basis. Appropriate [interventions](#) are discussed/implemented based on these results. Classroom data is reviewed regularly in between these assessment administrations. Immediate consideration is given to students who fall below targeted benchmark levels. Specifically, we will use September 2021 benchmarks to determine the actual levels of students to determine instructional needs. Fall benchmarks will be added in areas not assessed by the school assessment calendar (this may include writing, science, social studies.)

Students already in the special education process will be monitored through 3-year evaluations and IEP progress notes. LCSD/WMS will be using multiple assessment tools to determine the need for additional supports. Programs such as IXL, i-Ready, DRAs, and Fountas and Pinnell reading records will be used to determine academic appropriate interventions. This data will also assist in determining those students who no longer need additional academic supports.

The district is aware that, once again, students are returning to school with a tremendous amount of stress and anxiety. The district will be working with staff members and families to identify students that may benefit from counseling services or additional supports. A universal SEL screener will be used with all students at the beginning of the school year. Through regular PLC meetings, teachers discuss social-emotional needs of students and provide supports to students based on teacher referral. The [Open Circle/Choose Love](#) educational curricula will provide teachers and support staff with strategies to strengthen SEL skills both virtually (PD and inclement weather days) and in-person.

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

As referenced above, based on identified needs (assessment data) and focusing on multilingual learners (no students fit the MLL profile this year), differently-abled students, as well as students who are historically underserved or who have been disproportionately impacted by COVID-19 and per the LCSD Multi-Tiered System of Supports, appropriate [interventions](#) are discussed/implemented based on these results (weekly PLC meetings and RTI, 504, IEP, Student Support Services Team meetings).

Classroom data is reviewed regularly in between these assessment administrations. Immediate consideration is given to students who fall below targeted benchmark levels. PLC groups of teachers and specialists -- meet weekly -- to identify the most important skills and topics for individual students/small groups to learn, especially those that are prerequisites to future learning. This process is in place across grade levels and academic subjects to ensure students are focused on the most important material in the school year ahead. In addition, 35 WMS students were serviced during ESSER II-funded summer programming -- an enrichment camp as well as high-dosage individualized and small--group tutoring.

In addition, LCSD/WMS is aware that IEPs may need to be revised more frequently. Students' needs and challenges may have changed significantly due to learning loss and increased stress and trauma. LCSD/WMS will work with families to develop a plan to identify services and how the services will be adjusted. LCSD/WMS will continue to evaluate students with solutions/actions/considerations to include:

- Services such as OT, PT, SEL, Speech & Language, Transition activities, Vocational and Community activities as well as services that parents requested not take place during distance learning
- Determine how those services will be provided or adjusted in partnership with families via IEP meetings
- Completing in person evaluations during July and August, when possible and agreeable to parents, while following state/local health guidelines
- Completing in-person evaluations from August 31, while following state/local health guidelines
- Employing a building-wide approach to revisiting IEPs will be implemented. This could include but is not limited to a change in service-delivery location, size, frequency. IEP teams will discuss how services will be provided (online websites, paper packets, slide shows). Some additional solutions/actions/considerations include:
 - Using a flowchart of what is needed to revisit IEP goals and objectives for all special education teachers.
 - Obtaining baseline measures through various screenings, parent feedback
 - Using progress monitoring tools already in place, conduct in small groups
 - Using summer program data if available
 - Ensuring parent communication from Special Education administration
 - Using our refined communication system: Parent/student communication from regular education and special education teachers is now streamlined to avoid multiple messages (i.e. creating shared ParentSquare area for each student in order to post weekly progress updates and a place for parents/student to post questions).

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

The LCSD uses the [Pediatric Symptom Checklist](#) for SEL vulnerability screening. In addition, Counselor/Social Worker Mary Elizabeth Miller sent this tool to all families in the fall. We will continue with this and may expand to incorporate a proprietary screener (i.e. SAEBS). Also, as referenced above, based on identified needs (assessment data) and focusing on multilingual learners (no students fit the MLL profile this year), differently-abled students, as well as students who are historically underserved or who have been disproportionately impacted by COVID-19 and per the LCSD Multi-Tiered System of Supports, appropriate [interventions](#) are discussed/implemented based on these results (weekly PLC meetings and RTI, 504, IEP, Student Support Services Team meetings).

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

Data from Spring 2021 SurveyWorks and summer [2021 Surveys of Parents/Guardians and Staff](#) have been analyzed to inform the 2021/2022 school-year planning process and as well as summer learning offerings for students (Enrichment Camp and high-dose tutoring).

3. Social-Emotional and Mental Health Support

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

Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

X	Establish or maintain a support team focused on student and staff mental health and wellness.
X	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X	Screen or evaluate students for mental health needs.

X	Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X	Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

EVIDENCE:

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

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

Mary Elizabeth Miller, MSW – Wilbur & McMahon School Counselor/Social Worker

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 (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. - Mask requirement (by federal order) - Seating charts, with assigned seats as much as possible - Cleaning schedule - Open windows when safe and feasible
Technology		
X		j. Designate a lead technology point of contact.

X		k. Develop a return to school technology plan.
X		l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m. Survey families to determine technology needs.
X		n. Develop and revise process for inventory of technology, as needed.
Family and Community Engagement (communication and partnerships)		
X		o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
	X	p. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

Re-opening Operation Plan

ASSURANCES:

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

X	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. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
X	Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)
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	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.

X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
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.
X	Survey families to determine technology needs.
X	Develop and revise 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.

EVIDENCE:

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

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

The 2021/2022 School Year Planning team will meet monthly to revise the plan as appropriate, and will seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders through surveys and standing-committee meetings (Social Emotional Learning and Educational Equity Committee; Wellness Committee; School Improvement Team; District Administration/Building Administration/Little Compton Teachers' Association and District Administration/Building Administration/Little Compton Educational Support Personnel Executive Board meetings).