

## LEA Reopening Planning Template

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## Introduction

### Overview and Purpose

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

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

Completed templates must be returned to RIDE by **July 17, 2020**. LEAs will receive feedback on their reopening plans by the end of July.

### Outline of Reopening Plan Components

Reopening plans serve the dual purpose of helping to effectively plan for instruction and safety and of serving as a communication document to staff, students, families, and the community. *Item 4 is the information that is outlined and will be captured in this document. The other items are to provide overall structure to LEA plans.*

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**

### Timeline and Responsibilities

#### RIDE

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

#### LEAs

1. Draft and submit reopening plan, July 17

- 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.

## **Reopening Support**

RIDE's role is to ensure that all LEAs are prepared to provide students, staff, and families with a safe educational experience in the fall and to provide key resources to LEAs in support of that process. Over the next few months, RIDE will be compiling and updating guidance resources to support LEAs in drafting key components of their reopening plans. Additionally, RIDE will support LEAs by providing feedback on reopening plans and opportunities for peer review of plans through a public-school consulting organization (District Management Group).

## **Plan Submission Process**

1. RIDE releases guidance document and planning template on **June 19, 2020**.
2. Each LEA completes the template with assurances and evidence, as applicable. Plans must be submitted to [reentry@ride.ri.gov](mailto:reentry@ride.ri.gov) by **July 17, 2020**.
3. RIDE provides confirmation of receipt of the plan and notifies the LEA if any additional information is needed prior to review of the application.
4. RIDE reviews the application and provides feedback to districts by the end of July.

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## **Critical Components of an LEA Reopening Plan**

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

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

- **Assurances** - actions and items **LEAs must incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional support at a later time.) *In the template below, LEAs will mark "X" in a box to confirm they have this in their plan.*
- **Evidence** - actions and items **LEAs must incorporate** into plans and **need to be submitted to the RIDE** through narratives or other artifacts. *In the template below, LEAs will use the blank boxes to type plans or attach/link to relevant materials.*

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

**LEAs are required to plan for 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**.

## INTRODUCTION

Even during a global pandemic, Achievement First's mission has been unwavering: to deliver on the promise of equal educational opportunity for all of America's children. We know that every child -- regardless of race, zip code or economic status -- deserves access to great schools. At Achievement First, our scholars realize their potential and develop the skills they need to graduate from college, succeed in a competitive world, and serve as the next generation of leaders in our community.

In these challenging times -- with increasing learning gaps and turmoil caused by racial violence -- our mission is more important than ever. To provide as much connection, care, consistency, and safety for scholars, we have two priorities for 2020-21: *Strong COVID-19 Response & Recovery* and *Exceptional Classroom Environments*. Regardless of what school looks like next year, we must ensure that every scholar who attends an AF school is known, loved, and well educated. We must create school environments that are joyful, engaging, and rigorous while also preserving the safety of children and adults.

Achievement First Rhode Island schools are planning to open on August 31, 2020 and are planning for three models: full in-person, hybrid, and 100% online learning. We will partner with families to determine which scholars are "in school" or "remote," so they can make the best decisions for their individual child and family circumstances.

## LIVING OUR VALUES

These are unprecedented times that are going to challenge our ability to adapt, be flexible and continue to do everything we can to serve our kids and families. Our Commander's Intent for this unprecedented situation is to channel our values to meet the needs of our scholars, families, and staff in a way that -- when this crisis has passed -- will make us PROUD of how we showed up and defined who we are. To the maximum extent possible, we need to reconcile values that at first glance appear in tension and avoid either-or thinking. For each of Achievement First's core values, this means the following:

- **Care for the Whole Person:** This is the value we most need to elevate. In a time of crisis, we need to ensure that people's security, safety and other basic needs are met first. We need to take the time to check in with our scholars, staff and families, listen, identify what they need and operate from a place of deep care. In particular, we have a responsibility to operate in a way that minimizes health and safety risk and exposure for people as this virus spreads.
- **Lead for Racial Equity:** This is a world-wide crisis that is being experienced very differently by those with more privilege and those with less. In fact, given the way racism is embedded systematically throughout our country, we have to assume

that this crisis will exacerbate inequity. The most vulnerable families will have fewer resources and be even more at risk, and achievement and opportunity gaps will widen if we don't act boldly and with intentionality. In terms of how we make decisions, we have to push ourselves to slow down and capture the voices we need to make the right decisions that are grounded in the needs and interests of our families and staff.

- **Embrace Challenge:** We need to demonstrate an ability to adapt and find new ways to meet the needs of our scholars and our team. We cannot be rigid or resistant to change in the face of new and evolving challenges.
- **Strive for Excellence:** Our scholars and families need and deserve excellence. Our responsibility to them does not stop. Our goal should be to have a best-in-class response to this crisis. It won't be perfect (and we need to give ourselves and each other some grace), but we will consistently strive for excellence.
- **Choose Joy:** In times of crisis, it is easy to give into fear and frustration; one of the greatest threats of the coronavirus is to our mental health. We must pause and take the opportunity to show gratitude, express love, and choose to see the best in each other's efforts so that we can increase our collective ability to weather this storm.

## DESIGN PROCESS & PRINCIPLES

Our recent work with the National Equity Project has strengthened our belief that *how* we design matters as much as *what* we design. Network and school leaders have begun to intentionally engage a diverse set of stakeholders -- including scholars, families, teachers, deans, principals and different network support teams in the 20-21 planning process. The following is a summary of our input process thus far: In early April -- two weeks after remote learning initially started -- we gave a survey to all.

- AF RI staff and families analyzed the results for trends. We conducted another survey in May.
- We convened a diverse working group who met four times in May and June to evaluate our current remote learning approach and design improvements for the 20-21 school year.
- In June, school leaders had individual, in-depth interviews with scholars and parents, representing a diversity of scholar experiences. The purpose of these conversations was to listen with soft ears and gather feedback about our proposed learning plan for '20-21.

The table below is a synthesis of the headlines and trends from our scholar, parent and staff feedback:

Dates	Headlines and Trends
April	<ul style="list-style-type: none"> <li>84% <i>Strongly agree or Agree</i> on "I've been satisfied with my scholar's experience with remote learning."</li> <li>Most of the constructive feedback related to fixing tech issues (108 comments) and a desire for more frequent, clearer communication with schools (62 comments).</li> </ul>
April	<ul style="list-style-type: none"> <li>74% <i>Strongly agree or Agree</i> on "My school is helping me learn academic content in my online classes."</li> <li>67% favorable on "How positive or negative is the energy of the school?"</li> </ul>
May	<ul style="list-style-type: none"> <li>78% <i>Strongly agree or Agree</i> on "I've been satisfied with my scholar's experience with remote learning."</li> <li>80% <i>Strongly agree or Agree</i> on "I'm satisfied with the social and emotional support being provided to my scholar during this time."</li> <li>Top trends included a greater desire for enrichment &amp; live instruction (56%); concerns about tech issues &amp; scholars marked as absent (who were present)</li> </ul>
May	<ul style="list-style-type: none"> <li>96% <i>Strongly agree or Agree</i> on "My principal, coach, or someone at work cares about me as a person."</li> <li>78% <i>Strongly agree or Agree</i> on "I am satisfied with my school's approach to remote learning."</li> <li>A majority of staff agreed that our current Remote Learning model didn't effectively serve our highest-needs scholars (77%), we should expand enrichment opportunities (65%) and our spring RL model wasn't aligned to our new Essentials vision (57%).</li> </ul>
June	<ul style="list-style-type: none"> <li>Parents were most concerned about scholar safety: specifically, how to prevent their scholars from being infected by COVID.</li> <li>Other interests surfaced included the following: <ul style="list-style-type: none"> <li>Stronger family communication plan about the learning plan, academics and tech</li> <li>A need for socialization and scholar-to-scholar connection (as well as movement breaks) in the hybrid learning schedule</li> <li>Problem-solving for tech-related issues</li> </ul> </li> </ul>

Based on the input that we gathered, we wanted to name four key design principles:

- Safety First:** Above all, we will prioritize the health and safety of our scholars, families, and staff. Given that our local and state governments have greater access to information on public health than we do, we will defer to their guidance. This means we will open for in person instruction only if we receive approval from government and public health authorities. When open, we will make significant adjustments to our programming, systems and routines, including temperature checks at arrival and the wearing of face coverings by



staff and scholars. We will also limit person-to-person interaction through social distancing, intentional grouping of scholars and other space adjustments.

- **Socio-emotional Well-being:** We recognize that many children are feeling the emotional toll caused both by the coronavirus and racial violence. We have a responsibility to operate from a place of deep care, which means redesigning our school day and program to ensure scholars feel supported and connected to peers and staff members. This suggests that we need a robust advisory program that is as effective as our academic program.
- **Seamless Transition Between Plans (Full In-Person, Hybrid or Full Remote):** Due to the pandemic, we need to start our school year assuming that we may be crossing over from full in-person to hybrid to fully remote learning (and then back to hybrid). Depending on the number of confirmed cases, a class, school building or an entire region may need to transition to full remote learning. This means that our program will be designed to reduce differences between our in-school and remote learning models.
- **Robust Learning Program:** One of the devastating realities of the pandemic is that children -- particularly students of color -- are falling further behind. As the [New York Times](#) recently put it, "the abrupt switch to remote learning wiped out academic gains for many students in America, and widened racial and economic gaps." [Some experts](#) are predicting as much as 10 months of learning loss due to COVID-19. As learning institutions, we are obligated to maintain a high level of rigorous, engaging, discourse-rich instruction that our students need and deserve.

The following discusses Achievement First Rhode Island's Fall 2020 Reopening Plan in more detail.

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.
		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		<p>n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include:</p> <ul style="list-style-type: none"> <li>- Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case</li> <li>- 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.</li> <li>- Closing a portion or entirety of the workspace for a thorough cleaning</li> </ul>
	X	<p>o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.</p>
<b>Minimizing access by COVID-19-positive or symptomatic individuals</b>		
X		<p>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.</p>
	X	<p>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.</p>
		<p>r. Implement other procedures, as needed</p>
<b>Communication with staff and students</b>		
X		<p>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.</p>
X		<p>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.</p>
	X	<p>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.</p>
X		<p>v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</p>
X		<p>w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</p>
		<p>x. Implement other procedures, as needed.</p>
<b>Cleaning and decontamination</b>		
		<p>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.</p>
X		<p>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</p>

		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.
<b>Industry specific guidance and updates</b>		
X		ee. Identify and review guidance specific to education and childcare on <a href="http://www.reopeningri.com/">www.reopeningri.com/</a> .
		ff. Consult <a href="http://www.reopeningri.com/">www.reopeningri.com/</a> , the RIDOH website, and the Governor's Executive Orders on a weekly basis or whenever notified of the availability of new guidance
		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 <a href="http://www.reopeningri.com/">www.reopeningri.com/</a> .

## 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.

### **Classroom Pods (Limited Plan)**

Achievement First’s primary COVID mitigation strategy is stable groups. Students / staff will spend full days together. Everyone outside of the stable group (specialists, Leader Team members, etc.) will wear masks and maintain social distancing. Masks will be worn at all times except during breakfast, snack, lunch, and movement breaks which will be within the classroom pods. In this hybrid plan, we are limiting class sizes or pods to 15 and maintaining 6 feet distance.

### **Hybrid Schedule First 2 Weeks of School:**

- August 31 - First day of school for Kindergarten (in-person) and grade 5 (remote) (half day for students; afternoon PD for staff)
- Sept 1 - First day of school for 1st Grade (in-person) and all other grades (remote) (half day for students afternoon PD for staff)
- Sept 2, 3, 4, 8, 9, 10, 11 - Full remote days for Grades 2-8, Full in-person days for Kindergarten and 1st Grade
- Sept 14 - No classes, full school-based training days to prepare for in-person
- Sept 15 - First day of in-person school for those students attending in-person

### **Arrival/Dismissal System**

We are staggering our arrival and dismissal times. Middle School arrival/dismissal windows will be extended an additional 20 min for a total of 60 minutes. Elementary School arrival/dismissal windows will be extended by 25 minutes and include 2 entrances (if possible with safety agents) which is a total of 65 minutes. There will be clear markings on the ground to indicate social distancing for line-up. Some staff will be stationed outside to help scholars safely step out of the car and walk into the school to help minimize traffic congestion.

### **Specials/Enrichment Schedule:**

Scholars will have specials or enrichment times daily because we continue to believe that this kind of learning and engagement are key to their development. That being said, these lessons are some of the most challenging to execute in a remote context. As a result, specials teachers will need to be creative about the best ways to structure their lessons. In the in-person model, there will be one special or enrichment class per grade level for each trimester. Specials teachers will travel to classrooms. Scholars do not move from pods. Lessons will be planned with no supply sharing for classes like music and art.

To learn more about Achievement First's Operational Parameters and Safety Precautions" please click [here](#). In addition, this [plan](#) titled "AF COVID-10 Common Picture Vision ES" provides an overview of what school procedures for our students will look like.

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:
Salvador Pellerano	<a href="mailto:salvadorpellerano@achievementfirst.org">salvadorpellerano@achievementfirst.org</a>

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

Achievement First has a comprehensive plan in preparation for Fall 2020 reopening to increase scholar and staff wellbeing and to decrease potential spread of the coronavirus. Below is a brief summary of our plan if someone in any Achievement First school building tests positive. For more detailed information, please click [here](#) to read Achievement First's COVID-19 Emergency Operations Plan" which includes the [escalation protocol](#).

**If a child exhibits [symptoms](#):**

- Take to the school nurse immediately. (If not available, bring the child to a room apart from other individuals.)
- Contact a family member for immediate pick up.
- Follow the escalation protocol - the protocol should be implemented within 5 minutes of talking to a school nurse/bringing the child to a separate room.

**If an adult exhibits [symptoms](#):**

- Send home immediately. (Staff member should reach out to a medical professional immediately.)
- Follow the escalation protocol within 5 minutes of the staff member being sent home.

**If a child or adult has been recommended to get tested for COVID-19 by a healthcare professional:**

- Follow the escalation protocol within 5 minutes of being informed.

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.*

The following is a brief overview of Achievement First's screening policy. For more detailed information, please see "[AF Screening Temperature Check Policy](#)".

For students, families will screen students at home using a self-attestation form or a web-based application (i.e. Crush COVID RI or self-attestation form). All students must stay home if they fail the screening prior to leaving for school. Families should consult with their physician and inform the school of the student's absence. If a student screens positive for any COVID-19 symptoms, the student's parent/guardian should seek medical advice from the student's healthcare provider and inform the school of the student's absence.

Staff will also complete a self-attestation form or web-based application such as Crush COVID RI prior to arriving at school or are required to be screened before entering the school building. When using self-attestation as a screening method, employers must request forms. If a staff member screens positive for any COVID-19 symptoms, the person should not come to, or enter, school, should inform a supervisor, and should seek medical advice from a healthcare provider.

**Additional screening:** In addition to at-home screening, Achievement First schools may also opt for on-site verbal symptom screening and/or temperature checks.

Achievement First is highly recommending additional screening for everyone if a positive case is found within a school setting.

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.*

Please see "[Achievement First COVID-19 Emergency Operations Plan](#)" including the escalation protocol.



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 <b>all</b> 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.
<b>Special Education Services</b>		
	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?
<b>Staff Supports</b>		
	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).
<b>Family and Community Engagement (communication and partnerships)</b>		
	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.
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## 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 a 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 a 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.*

During school closure in Spring 2020, teachers conducted daily assessments in their classes through use of our digital technology, such as ST math and also during reading and math conferences, which were one on one or in small groups.

In the 2020-2021 school year, we will administer interim assessments (IA's), weekly quizzes, unit exams and formative assessments to all students. We will also administer state assessments if available. Interim assessments and shared assessments (i.e. unit exams, quizzes) will be administered on Illuminate to allow for centralized data collection and analysis. Formative assessments (i.e. exit tickets), will not be administered on Illuminate.

For Achievement First Elementary Schools, we will administer STAR for 3<sup>rd</sup> grade, STEP/F&P, MAP math for K-2, and MAP science (pilot schools only) for BOY testing just like last year.

Achievement First Middle Schools will administer network-created interim assessments (4x's / year), shared assessments for each unit of history, ELA, math and science, and formative assessments during each class period.

For our multilingual learners we are ensuring their ELL teachers can work with them and that materials and assessments are translated in their home language. Additionally, we are ensuring all students with exceptional needs are being given accommodations.

*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.*

To account for learning loss, we are ensuring we maximize our student support during the school year for intervention. Based on academic data we will put all students who require intervention and additional supports in small groups for added practice. Our groupings will

be thoughtful and created in combination with teachers and leaders. We will also be tracking data of these interventions daily and weekly so it can be reviewed, and groups can be updated as needed. Our goal will be to maintain frequent contact with families as well, so they can know where their child is progressing.

For our scholars with exceptional needs (IEPs, 504s and ELLs) we will ensure they work with our special education and ELL team for added supports. We will make materials accessible by differentiating them, providing additional scaffolds, or pre-teaching and ensuring vocabulary is broken down. For ELLs we will also ensure materials are translated as needed. We will have translation for our communication with families via both text and phone calls.

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

Our goal for distance learning in the 2020-2021 school year is to support our scholars in developing the skills and content knowledge that they need to be on or above grade level. We are also committed to ensuring that we create a distance learning environment that creates a supportive and inclusive community. We will do this by providing virtual instruction that approximates live instruction as closely as possible, in order to ensure that scholars experience school as coherent and to build off the many strengths of our instructional model.

In the 2020-2021 school year, we will adjust our distance learning strategy towards live teaching for core content and increased opportunities for scholar community building, and away from teacher conferring and remote work. We are making this shift for several reasons:

- Increased instructional time will best support scholars in their academic preparation
- This will give scholars many more opportunities to engage with their teachers and peers
- Having a more consistent and predictable schedule will help scholars develop routines that set them up for success
- We have heard over and over from our families that 15-minute conferences are not enough to truly teach kids and that families thus need to step in and act as the teacher-this shift will directly address that concern
- This will help scholars become truly independent during distance learning times, and will also reduce the number of platforms scholars need to navigate on their own

We believe that this schedule will work for most of our scholars, but one teacher in each grade will also record all lessons and post them for scholars to access any lessons that they

missed. We will, in large part, align our virtual schedule to our live schedule. Scholars will participate in the same blocks and in the same order. This will create a sense of continuity between virtual school and physical school.

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

Achievement First will be teaching our regular high-rigor, high-engagement curriculum under the hybrid learning model. In other words, whether a scholar is learning in person or remotely, they can expect to receive the same high-quality rigorous instruction. Team Teaching and Learning will be publishing units and lessons that will be adapted for the hybrid model. As with the regular school year, the network curriculum will be mandatory for all teachers, except for master-level teachers who are granted permission from principals, directors of learning and teaching and the regional superintendent.

Scholars engaging in online learning will receive the same assessments as scholars in in-person learning to:

- 1) measure ongoing and cumulative student mastery of content,
- 2) to plan intervention and
- 3) to provide teachers and learners with timely data to inform instruction and coaching.

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

##### **ES Assessments**

Since we do not have 2020 state test data to use at the start of 4<sup>th</sup> grade, we will administer STAR Reading at BOY for our 4<sup>th</sup> graders, as well as MAP Math for our 3<sup>rd</sup> and 4<sup>th</sup> graders. The data from STAR will be helpful in determining where to start STEP testing scholars. We think this will be particularly helpful after not testing scholars at EOY. This creates vertical alignment in testing. Scholars already take STAR in 3<sup>rd</sup> grade as well as 5<sup>th</sup> – 12<sup>th</sup> grades. Just as we have historically used this for the 3<sup>rd</sup> grade pre-test for SAMs, for 20-21 will also use this for the 4<sup>th</sup> grade SAMs pre-test. We are confident that this is a strong test to use in the imperfect world where we do not have state data as a pre-test. STAR is a low lift assessment that schools are already familiar with administering & scholars are already familiar with taking. MAP is an externally vetted assessment, and the data can be used to provide baseline data for scholar learning/growth. Many schools have previously opted into taking MAP Math at BOY already. Schools and scholars are already familiar with the assessment.

##### **MS Assessments**

As we did in the spring, we will utilize Illuminate's online assessment platform to build and administer IA's and Shared Assessments. When remote, Shared and Interim Assessments will be open-note and relatively short (45-60 min). We'll strive to design items that are not easily "look-upable" and adopt other secure online testing practices. We know that this will result



in some differences in how we analyze and use the data from prior years. We will provide resources to train teachers and students on how to use Illuminate. School leaders and Network Support teams such as Academic Operations and Systems and Data will continue to collaborate to develop strong assessment security practices. Students testing online will receive the same accommodations for testing as they would in person. For IAs and Shared Assessments, data will be immediately available in Illuminate to review. Tableau reports will be available on the day following data submission.

## **ES/MS Grading/Report Cards**

At Achievement First we are aligning our distance learning assessments to our live assessments as much as possible so that grading and report cards are fair, accurate, equitable and reflective of each scholars' performance. When taking a quiz or assessment, teachers will set the following expectations for all scholars:

- All scholars should have their cameras on and be UNmuted
- Teachers should have Hapara up and be monitoring scholar work
- Assessments should be taken in Illuminate
- Work should be shown on paper and shared with teachers

Scholars should also be showing their work on a daily basis. Achievement First schools and teachers will have broad discretion on how to do this, and there are a variety of tools that can be used:

- Scholars can take pictures of their work and upload it to Google Classroom
- Scholars can take pictures of their work and text pictures to their teacher
- Scholars can complete work in nearpod, where it can easily be monitored by teachers
- Scholars can complete a google form or google assignment

We recommend that schools align on a consistent method for sharing written work and train scholars and families on this expectation as part of their dress rehearsal.

## **ES/MS Attendance**

All Achievement First schools will monitor attendance as carefully for scholars in remote learning as we do for scholars who are physically present in school. Schools will have some discretion in terms of attendance procedures, but all attendance will be taken in the Student Information System- Infinite Campus. The following are our recommendations for attendance expectations both in-person and online:

- Teachers will take attendance during morning meetings (ES) or advisories (MS) and enter attendance in Infinite Campus. This will count as each school's average daily attendance (ADA)

- School operations teams will call the family of absent scholars by 10AM. For remote scholars, the call will also address missed individual classes the prior day.
- Teachers will be responsible for updating the operations team of any scholars that join after morning meetings or advisory.
- Teacher will take attendance during the first block after lunch and follow up directly with the family of any scholars who did not return from lunch
- *ES Specific:* Scholars who do not return from lunch should be considered as having an early dismissal and teachers should reach out directly to ops teams to inform them of the names of any scholars who miss the afternoon.
- *MS Specific:* Attendance will also be taken in each academic period. Schools will be able to access a per-period attendance report on Tableau.

### **Promotion Policies**

It is clear that promotion should be different and more nuanced in the COVID-19 era. In the Spring, we adjusted our promotion criteria to account for reduced days in the school building and to set scholars up to grow successfully in the next year. We have not created a 2020-21 promotion policy yet because of the current unknowns regarding the pandemic. We are also working hard to ensure our scholars who engage in online learning receive the same high quality instruction as scholars who are in-person. However, we are aware that we may need to adjust our current promotion policy to account for the unexpected of this health pandemic.

*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.*

Our scholars' socio-emotional health is at the forefront of our plans. Over the past few months, we have seen an increase in anxiety and stress caused by the pandemic, the inability to interact with friends and the recent upheavals caused by racial violence. We are encouraged that 80% of our families shared in May that they were satisfied with the social and emotional support schools provided to their children. Even with that, we know that socio-emotional health needs to be prioritized. Here are a few elements of our plan to provide socio-emotional support:

### **Morning Meeting/Advisory**

Our school day will begin with morning meeting/advisory. In a world of digital learning, opportunities for human connection are more important than ever. Advisory is a time to foster connection on two key levels: peer-to-peer and staff to student. Through strategic design of the advisory program, thoughtful student group composition and intentional advisor assignments, we will create a program that supports the social/emotional wellbeing

of our scholars, while also helping to build habits that will allow students to meet the challenges of learning in a digital classroom environment.

## **Onsite Support**

At every Achievement First school, we will have a school social worker or specialist, who will be trained in recognizing signs of distress and helping students develop healthy coping strategies. In addition, we are tentatively planning for some of our schools to partner with an expert outside organization (Ramapo for Children) to receive training on how best to support scholars dealing with trauma.

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

At Achievement First, we closely monitor student data to ensure that students with disabilities do not disproportionately represent students who are a) not attending, b) not engaging, or c) not learning.

The formal special education meeting process (initials, IEPs, MDRs, etc.) will continue (either remote or live) in 20-21. We know the following with a high degree of certainty:

- Specialized instruction and accommodations are how we ensure exceptional learners can be successful in the classroom.
- We must continue to implement IEP mandated accommodations, including testing accommodations.
- At its core, co-teaching is a means for delivering specialized instruction and accommodations. Two teachers allow for specialization across a wider range of student needs (2 teachers and 30+ students).
- Our strategy focuses on ensuring accessible instruction for all, primarily leveraging two teachers, but also in a way that is applicable for every teacher regardless of the setting. In cases where you do not have two teachers, the student-teacher ratio is now smaller and thus the primary teacher should specialize instruction for the range of students in their classroom as a means of implementing the IEP.
- For more information about what this looks like remote and live, see attachment "the Specialized Instruction and Accommodations Scope & Sequence".

We have less certainty around the following because it depends on social distancing requirements, staff availability, and other unknown safety requirements.

- We know that we must implement behavior intervention plans to the best of our ability. We may need to revise them or think creatively about implementation depending on COVID-19 safety requirements.
- We know we must provide related services and para services to the best of our ability. We do not yet know if it will be live or teletherapy regardless if we go live or hybrid as a school.

- We know we must provide small group instruction to the best of our ability, but implementation may vary depending on social distancing requirements.
- We know that we serve students for whom social distancing and mask wearing is difficult. We are purchasing appropriate PPE based on individual student needs. We also know that we will have to find creative ways to teach students to socially distance.

We are committed to partnering with RIDE, DOH, other RI charter schools and traditional public schools so we can find the answers. Serving our scholars with special education needs is one of our top priorities, especially considering how this pandemic has exacerbated inequities.

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

The following are key headlines and trends from our staff feedback survey in May 2020:

- 96% *Strongly agree* or *Agree* on "My principal, coach, or someone at work cares about me as a person."
- 78% *Strongly agree* or *Agree* on "I am satisfied with my school's approach to remote learning."
- A majority of staff agreed that our current Remote Learning model didn't effectively serve our highest-needs scholars (77%), we should expand enrichment opportunities (65%) and our spring RL model wasn't aligned to our new Essentials vision (57%).

As a result, Achievement First has planned a robust calendar of professional development for all school leaders and educators. All staff trainings are designed with our core values in mind. We especially elevated the core values "Care for the Whole Person" and "Leading for Racial Equity" into our PD designs. This [link](#) provides an overview of the Summer 2020 Calendar. We have also attached a draft of a school-based summer training schedule which demonstrates how we are setting up all staff to be successful in Fall 2020. Staff are receiving training on the following leading for racial equity as educators, creating strong classroom environment where all students feel seen, heard and loved, strong academic preparation, strong morning and afternoon rituals to reinforce exceptional student experience in-person and remotely.

Please see [AF Illuminar MS](#) and [AF Illuminar ES's](#) sample summer PD overview.

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

The [Summer 2020 PD schedule](#) includes multiple training to build the capacity of educators to provide high quality social-emotional support to all students including trauma-informed practices. Please click to see sample PPTs from All Leader Training that will then be

turnkeyed for all staff training: [Leadership Through Crisis](#); [Leading for Racial Equity](#); [School Staff Expectations](#).

*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).*

Please see Introduction to Achievement First's Reopening Plan which summarizes Spring 2020 feedback from families, students, teachers and leaders on experience with distance learning. Feedback headlines are on page 8. The key takeaways from parents, students and staff feedback that we have incorporated into our plans are:

- Continuing to put safety first and prioritize strong COVID response and communication.
- Ensuring remote instruction is equally high quality as in-person learning. This includes ensuring more enrichment and live instruction rather than recordings.
- Rapid response tech troubleshooting.
- Strong communication plan about the learning plan, academics and technology.
- More scholar to scholar relationship-building, connection, and movement breaks in the remote learning plan.

Since collecting the survey results in May, we have applied all the feedback to our Fall 2020 planning.

*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.*

Please click [here](#) to read the family and staff communication plan regarding the reopening of the school on August 31, 2020.

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

To effectively launch Fall 2020, we will leverage the following tactics:

- Town halls for families before school starts to walk them through the vision and answer questions.
- A dress rehearsal before school starts with family and scholar to practice key actions
- Staffing a helpdesk Zoom room for the first week.

We will have a touchpoint with every family bi-weekly to:

- Check in on how the family is doing
- Get their feedback
- Provide clear updates on scholar progress and learning

Ideally, these conversations happen over the phone or Zoom, but if the family prefers this can also happen via text or email. We will also provide regular parent communication on exciting things that are happening at school, important updates, and celebrations of scholar work. These can happen via google classroom, class dojo, or social media (only with FERPA consents).

We are also strengthening our social emotional (SEL) curriculum further and will coach teachers to implement the SEL program during morning meeting (ES) and advisories (MS) and throughout core content instruction.

### 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 student needs.

## EVIDENCE:

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

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

Achievement First Rhode Island will designate Salvador Pellerano, regional director of operations, as the mental health liaison who will work with the district, RI DOH and community partners.

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

Our top priority during the Spring remote learning and throughout this upcoming school year will continue to be embodying and further elevating our core value- Care for the Whole Person. This means making sure that all staff members (and families and scholars) are well-informed, have what they need, and are feeling the love and support from all AF leaders and from each other. At the network level, we have created turnkeyed PPT presentations that school leaders can use for any staff PD that shows leading from a place of care. The guidance includes supporting staff to identify self-care rituals that work for them and truly giving them permission as human beings to put their own oxygen mask on and prioritize their self-care.

In addition, we have encouraged our staff to take advantage of the self-care PD opportunities offered by RIDE.

For additional information, please click [here](#) to read about Achievement First's proposal to operationalize trauma-informed practices.

## Reopening Operations

Provide Assurance	Submit Evidence	
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## 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.
<b>Operations (Budget, Staffing, Scheduling, Food Services)</b>		
	X	f. 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, 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.).
<b>Transportation</b>		
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. <ul style="list-style-type: none"> <li>- Cleaning schedule</li> <li>- Maximum capacity based on RIDOH guidelines</li> </ul>
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).
<b>Technology</b>		
		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: <ul style="list-style-type: none"> <li>- Students utilizing school devices at home</li> <li>- Faculty utilizing school devices at home</li> <li>- Return and sanitation of devices</li> <li>- Tracking computer issues</li> </ul>
<b>Family and Community Engagement (communication and partnerships)</b>		
	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	<i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X	<i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
X	<i>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.</i>
X	<i>Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)</i>
X	<i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i>
X	<i>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</i>
X	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
X	<i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.</i>
X	<i>Develop process for inventory of technology.</i>
X	<i>Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.</i>
X	<i>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>
X	<i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>

EVIDENCE:

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

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

In the hybrid plan, our staffing model will be similar to what we have done in the past, but with the addition of co-teaching to as many classrooms as possible. With hybrid learning, we do believe that it will be critical to have one teacher in the physical classroom with the scholars who are there in person and another teacher on the "Zoom room" working more explicitly with scholars who are remote.

The co-teaching model means that if a small number of teachers need to be remote due to extenuating circumstances, they will still be able to teach their classes through the remote tools we are leveraging. Principals and Directors of School Operations are working diligently to understand the needs of their teams and then to find creative and flexible solutions to safely and effectively provide strong instruction to students on both the physical and online spaces.

*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.*

Please see sample [in-person classroom schedule](#) and [remote schedule](#). Our goal is to ensure students learning remotely have access to the same high-quality real-time instruction as students learning in-person; therefore, one will note that in-person and remote schedule are almost exactly the same.

*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.*

Achievement First RI has been meeting monthly with our partner transportation company Durham School Services since school buildings were closed to share information about possible reopening plans. In the 7/17/20 reopening plan that Achievement First submitted to RIDE, we communicated that we are considering two options:

**Option 1:** Conducting a fair and equitable lottery which would include all families who qualify based on the mileage policy- 1.0 for elementary school students and 1.5 for middle school students.

**Option 2:** Revising the current RI mileage policy to reduce the number of students who may need transportation.

However, in our most recent family townhall and follow-up surveys conducted during the week of 7/20/20, it appears that many families who qualify for bussing may have alternative options for bringing their scholars to school. We are still collecting more response data and following up with families via phone. Based on preliminary data, it appears that approximately 20% of families need their scholars to take the school bus. If this data is indeed reflective of our families' needs/wishes once we reach 100% response rate, we will not need to conduct a lottery or consider revising the mileage qualification policy. Based on the current data as of 7/24/20, we can accommodate families who need transportation while maintaining 6ft distance on the bus. All students will be required to wear a mask on the bus to and from school.

Since submitting the reopening plan on 7/17/20, AF RI's director of external relations has conducted a parent focus group (outside of family townhalls) as part of our comprehensive plan to include all stakeholder voices in our reopening plan. Several parents are interested in coordinating carpooling. While we encourage families to reach out to one another to coordinate carpooling, we see this as a parent-led initiative.

Please see survey results below for additional data regarding transportation needs:

<b>Busing</b>			
	ES	MS	TOTAL
I need my scholar to take the bus and am comfortable with that even if social distancing is not possible / Necesito que mis hijos tomen el bus y estoy de acuerdo que lo hagan aún y si el distanciamiento social no es posible	32	30	62
I would send my scholar via the bus if social distancing could be guaranteed but would find alternative arrangements if need be / Usaríamos el bus si pudiera garantizarse el distanciamiento social pero no si los autobuses van llenos	77	57	134
I will definitely be transporting my scholar to school by myself next year and will not use busing / Definitivamente yo llevaré a mis hijos a la escuela y no usaremos el autobús	124	74	198
Total	233	161	394
I need my scholar to take the bus and am comfortable with that even if social distancing is not possible / Necesito que mis hijos tomen el bus y estoy de acuerdo que lo hagan aún y si el distanciamiento social no es posible	13.73%	18.63%	15.74%
I would send my scholar via the bus if social distancing could be guaranteed but would find alternative arrangements if need be / Usaríamos el bus si pudiera garantizarse el distanciamiento social pero no si los autobuses van llenos	33.05%	35.40%	34.01%



I will definitely be transporting my scholar to school by myself next year and will not use busing / Definitivamente yo llevaré a mis hijos a la escuela y no usaremos el autobús	53.22%	45.96%	50.25%
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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 following are the most recent data collected from family townhalls during the week of 7/20/20:

What will I do?	ES	MS	TOTAL
I really want/need my child in school in-person 4 or 5 days of the week. I understand this will mean that class sizes will likely be bigger (~20-22 students per class) and social distancing will be more limited. / Realmente quiero/necesito que mi hijo/a(s) vaya a la escuela 4 o 5 días por semana. Comprendo que eso significa que los grupos serían más grandes (~20-22 estudiantes por salón de clases) y que el distanciamiento social sería limitado	103	61	164
I would like to send my child to in-person school 2 days per week. I understand that this will mean that class sizes are smaller (~12-15 students per class) and social distancing will be ~6 feet between desks (the CDC standard) / Me gustaría mandar a mi hijo/a(s) a la escuela 2 días de la semana. Comprendo que los grupos serían menores (~12-15 estudiantes por salón de clases) y que se podría hacer distanciamiento social de ~6 pies entre los escritorios (el estándar del CDC)	99	86	185
I am concerned and will choose to have my child learn remotely during September-October / Estoy preocupado/a y escogería que mi hijo/a(s) aprendiera remotamente desde casa durante Septiembre-Octubre	128	136	264
I am flexible. I am happy to have my child learn remotely or in-person and can wait for others to make their choice first. / Tengo flexibilidad. Estoy de acuerdo con el aprendizaje remoto o en persona, y puedo esperar a que los demás tomen sus decisiones primero	35	16	51
Total	365	299	664
Total Students	936	404	1164
Response Rate	39.00%	74.01%	57.04%
I really want/need my child in school in-person 4 or 5 days of the week. I understand this will mean that class sizes will likely be bigger (~20-22 students per class) and social distancing will be more limited. / Realmente quiero/necesito que mi hijo/a(s) vaya a la escuela 4 o 5 días por semana. Comprendo que eso significa que los grupos serían más grandes (~20-22 estudiantes por salón de clases) y que el distanciamiento social sería limitado	28.22%	20.40%	24.70%

I would like to send my child to in-person school 2 days per week. I understand that this will mean that class sizes are smaller (~12-15 students per class) and social distancing will be ~6 feet between desks (the CDC standard) / Me gustaría mandar a mi hijo/a(s) a la escuela 2 días de la semana. Comprendo que los grupos serían menores (~12-15 estudiantes por salón de clases) y que se podría hacer distanciamiento social de ~6 pies entre los escritorios (el estándar del CDC)	27.12%	28.76%	27.86%
I am concerned and will choose to have my child learn remotely during September-October / Estoy preocupado/a y escogería que mi hijo/a(s) aprendiera remotamente desde casa durante Septiembre-Octubre	35.07%	45.48%	39.76%
I am flexible. I am happy to have my child learn remotely or in-person and can wait for others to make their choice first. / Tengo flexibilidad. Estoy de acuerdo con el aprendizaje remoto o en persona, y puedo esperar a que los demás tomen sus decisiones primero	9.59%	5.35%	7.68%
<p>Approximately 40% of AF RI families would like their scholars to start Fall 2020 instruction remotely. We are surveying families again the week of August 3<sup>rd</sup> and following up with non-respondents in our effort to meet our goal of 100% response rate.</p> <p>Achievement First also conducted staff townhalls the week of 7/20/20. Staff have until 7/31/20 to complete the survey regarding their needs/wants. What we do know is that our educators miss our scholars. They want to see them and teach them in-person; however, they want to teach in-person only if it is safe to do so.</p>			