

BRISTOL WARREN REGIONAL SCHOOL DISTRICT

REOPENING SCHOOLS AND A NEW LOOK FOR LEARNING IN 2020-21



A Message from the Superintendent

Bristol Warren Regional School District Students, Parents/Guardians, Staff, and Community,

It is my hope that you are staying safe, enjoying your summer, and starting to prepare for a return to school in the Fall.

This Reopening Plan was crafted by more than sixty (60) teachers, support personnel, administrators, and informed by speaking with school parent organizations, high school students, and our school committee. The plan is our best thinking at this time, based on the available guidance and current conditions. As we begin the school year, we will continue to adapt to conditions in order to support all students, staff, and families to the best of our ability. Four (4) guiding principles have shaped this plan:

1. Health and Safety of Students and Staff
2. Provide Families with Learning Options
3. Ensure a Comprehensive Academic Program for All Students
4. Budget, Staffing, and Policy considerations

Student and staff health and safety are the most important consideration for the BWRSD reopening plan. Our reopening plan addresses screening and attestation for students and staff, the wearing of masks, bus transportation, stable grouping, social distancing, daily disinfecting of schools, and expanded use of outdoor learning spaces.

In accordance with state guidance, BWRSD has developed four (4) models of instruction that will be used throughout the year: Full In Person, Partial In Person, Limited In Person, and Full Distance Learning. Decisions about what model of instruction will be used will be based on health data at the time, availability of social distancing space within classrooms, and parent concerns regarding underlying health conditions or concerns for student safety.

BWRSD is committed to providing all students with a comprehensive academic program across all four (4) models of instruction, including access to core classes: Reading, Mathematics, Science, and Social Studies, as well as co-curricular classes such as art, music, health and physical education. This also includes providing the support necessary for all students, including identified vulnerable student subgroups, to ensure educational equity.

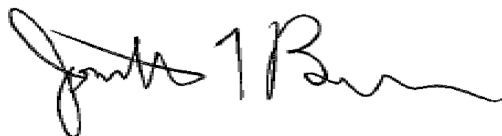
At this time, we are identifying additional budgetary costs, including the need to hire more staff, an increase of the purchase of supplies and materials, and other costs associated with reopening. We also recognize the need to have a COVID-19 policy that provides flexibility in terms of distance learning as an option for parents, daily student attendance, staff protocol for seeking and receiving leave due to underlying health conditions, and changes to grading policy and practices.

As we proceed through the remainder of the summer we will regularly communicate through weekly community and staff updates, hosting PTO meetings with each school, making presentations during School Committee meetings, and continuing our district website and social media to provide the most information about our reopening plan. Please communicate with your school administration or district administration if you have questions. Once we receive feedback

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from the Rhode Island Department of Education we will post our full plan on our district website in the top three languages spoken by our students.

Thank you for your feedback and support as we continue to refine our reopening plan so that we can work to provide safe learning options for our students.

A handwritten signature in black ink, appearing to read "Jonathan Brice". The signature is fluid and cursive, with a long horizontal flourish at the end.

Jonathan Brice, Ed.D.
Superintendent of Schools
Bristol Warren Regional School District

Plan Updates:

9/30/30 Updates

- Mt. Hope High School hybrid schedule modification, Appendix A, p. 32
- Added Superintendent's Directive: Mask Requirement, p. 10
- Added Ventilation and Filtration section, p. 10

REOPENING TEAM MEMBERS

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Joel Harrington, Business Manager	Thomas Driscoll, Director of Educational Technology
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Miranda Carpenter, Elementary Administrator	Dr. Deborah DiBiase, High School Administrator
Beth Roman, Elementary Administrator	Michelle King, High School Admin
Tara McAulliffe, Elementary Administrator	Robert Hanlon, High School Admin
Deborah Kearns, Elementary Administrator	Michelle Clifford, Middle School Administrator
Andre Audette, Elementary Administrator	David Patota, Middle School Administrator
Tammy Borges, C94 Leadership, Middle School Secretary	Bethanie Maduro-Antonio, KMS Secretary
Liza Olson, Council 94 Leadership, Elementary School Secretary	Erin Welchman, Middle School Nurse
Michelle Way DaSilva, BWEA Leadership, Middle School Teacher	Julie Pirri, Elementary School Nurse
Sarah Stringer, BWEA Leadership, Elementary Teacher	Kimberly McCormack, Elementary School Nurse
Brian Chidester, BWEA Leadership, MHHS Teacher	Ellen Estrella, High School Nurse
Jennifer McDonald, Elementary School Teacher	Patricia Filipino, Middle School Teacher
Erin Letourneau, Elementary School Teacher	Kristina Pereira, Middle School Teacher
Lynne Ramos, Elementary School Teacher, Art	Melissa Labonte, Middle School Teacher
Stephanie Pedro, Elementary Teacher	Christy Belisle, Athletic Director
Kathryn Barry, Elementary School Teacher	Vicki Guthlein, High School Teacher
Melissa Velleca, Elementary Teacher	Kerry D'Angelo, High School Teacher
Melissa Bernard, Middle School Teacher	Jon Lawson, High School Teacher
Jennifer Saarinen, Middle School Teacher	Vicki Boyle, High School Teacher
Jeff Grifka, Middle School Teacher	Melanie Lane, High School Social Worker
	Wayne Lima, High School Teacher

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INTRODUCTION

The COVID-19 pandemic presented enormous challenges to schools and districts everywhere. Educational leaders, teachers, students, and families worked together in unprecedented ways to navigate the uncharted territory of distance learning while also maintaining a focus on quality learning experiences and student achievement. In hindsight, it was a unique opportunity to reimagine education, beyond the traditional conception of schools to envision learning environments that prepare students for the careers that await them. It was an opportunity for schools to leverage technology to better manage materials, expand teacher and student access to innovative tools for communication, research, and the sharing of ideas and accomplishments through a variety of media. We are extremely proud of the hard work of our staff and our students, and the knowledge and expertise they attained as a result of this experience. Albeit challenging at times, this journey has inspired new ways of learning and prepared us for the reopening of schools for the 2020-21 school year.

This summer, a team of over fifty Bristol Warren Regional School District (BWRSD) teachers and leaders worked to develop this plan to reinvision Bristol Warren schools as flexible learning environments that could fluidly adjust to in person learning, limited or partial in person, or full distance learning, while continuing to provide students with access to rigorous content coursework and a system of ongoing academic and social emotional supports. Over countless weeks, we reflected upon our successes and challenges with distance learning to date, analyzed end of year survey and focus group data from teachers and families ([staff survey results](#), [teacher focus group results](#) and [family survey results](#)), reviewed Rhode Island Department of Health (RIDOH) requirements for schools, and researched reopening plans from other states and countries, to shape our plan.

The plan is based on four overarching focus areas:

1. Ensuring the health and well being of students and staff.
2. Maintaining a strong instructional core and access to co-curricular courses.
3. Expanding social emotional and mental health support.
4. Realigning school and district resources to the goals of this plan.

KEY TERMS

Asynchronous and Synchronous Learning

- Asynchronous learning typically involves one-way communication such as assignments or videos that are posted by teachers, completed by students, and uploaded for teacher feedback.
- Synchronous learning is based on simultaneous, live interaction between teachers and students, including live presentations and discussions, teacher to student and/or student to student.

Educationally Vulnerable Group of Students

An educationally vulnerable group is any sub-population of students that is more at risk of lagging academic performance with the continuation of distance learning (Reopening RI, p. 19). This includes students who are: differently-abled; multilingual learners; homeless or living in temporary housing; migrant; at-risk of leaving school; living in poverty or whose families face other challenges; and/or, directly affected by COVID-19.

Face Masks or Coverings

Face masks or coverings are required as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people. Face masks or coverings may include a face mask or bandana, separate from your clothing that stays securely in place and covers your nose and mouth. Disposable masks must be changed daily, while it is recommended that cloth masks are washed daily.

Models of Instruction**Full In-person Instruction (Hybrid model for Middle and High School)**

This model is based on students being physically in school everyday, following the typical school day schedule. Our plan includes a Full In Person model for grades K-5. Students and teachers will be scheduled in stable groups of up to 30 people (20-24 students and adults) who stay together throughout most of the day. This minimizes student exposure to the schoolwide population. Movement throughout the school is limited, each stable group remains within one classroom, content and co-curricular teachers rotate into classrooms.

At the middle and high school level, due to space limitations and the inability to ensure stable groups due to multiage course enrollment, Full In Person will not be used, rather, a hybrid model will be used.

Partial In-person Instruction

This Model allows schools to reduce class size by 50%. A staggered schedule is used whereby 50% of students are in the building at one time receiving in-person instruction and 50% of students are participating in distance learning, receiving instruction from their teacher through synchronous instruction. Students are grouped alphabetically or by school counselor. Groups alternate attendance in person or in distance learning 2-3 days per week.

Limited In-person Instruction

When required by RIDOH, the number of students in school in person is reduced further. In grades K-5 students stay in stable groups of 12-13 students. Each class will be separated into two groups, alphabetically, i.e., A-L and M-Z. Students will follow the same schedule for Full In-Person except that Monday will be a Virtual Support Day for teachers and support specialists to provide personalized individual and small group synchronous instruction. In grades 6-12 a staggered schedule will be used whereby 25% of students are in the building at one time receiving In-Person Instruction and 75% of students are at home engaged in distance learning. Each group attends school 1-2 days per week on a rotating schedule.

Distance Learning

During distance learning, students are not physically in the school building, they are participating in lessons at home. Distance learning curriculum is based on the same curriculum used during the school year. Activities are designed to meet the needs of students virtually, including accommodations for multilingual learners, students with disabilities, differently/abled, or on an academic or social emotional support plan. Screen time limitations are also established: not to exceed 1-2 hours for grades K-2, 3 hours for grades 3-5, 3 hours for middle school and 4 hours for high school.

Virtual Support

Teachers and support specialists schedule time with individual students or groups to provide academic and/or social emotional support which promotes engagement and

achievement of grade level expectations. Virtual support days will also be used to support students with Individual Learning Plans (ILP).

Multi Tiered System of Support

A comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

Stable Group

Stable groups help to mitigate the risk of spreading the virus by keeping the same group of students and adults together most of the day in the same room or a limited number of rooms. At the elementary and middle school levels, we will establish stable groups of up to 30 (including students and adults), this number will be reduced to 15, if required by the RIDOH. It is still expected that individuals within stable groups maintain as much physical distance as possible. In large spaces such as the playground or cafeteria, there may be two stable groups, however, they must be physically distanced (14 feet) from each other and stay within their stable group.

1. ENSURING THE SAFETY AND WELLBEING OF STUDENTS AND STAFF

The health, safety, and wellbeing of students and staff is the primary focus of our reopening plan. BWRSD will make all efforts to adhere to the guidelines from the Centers of Disease Control and Prevention (CDC), R.I. Department of Health (RIDOH), and the R.I. Department of Education (RIDE).

Face Masks and Coverings

All students, staff, and visitors are required to wear face masks or coverings when they are on any BWRSD property or grounds, including but not limited to all instructional areas, hallways, common areas such as offices and rest rooms, and outside of buildings. Face masks or coverings must also be worn by students and adults when on school busses.

Face masks and coverings are one of the best tools we have for reducing the spread of COVID-19 in schools. They provide a simple yet effective barrier to help prevent respiratory droplets from traveling into the air and onto other people. Face masks or coverings may include a face mask or bandana, separate from your clothing that stays securely in place and covers your nose and mouth. Disposable masks must be changed daily, while it is recommended that cloth masks are washed daily

The following exceptions apply:

- When students or staff are in an outdoor area in which they can consistently maintain a distance of at least 6 feet apart; the staff may instruct students that they can remove their mask or face covering if they choose.
- Masks may also be removed when students or staff are eating or drinking and maintaining a distance of at least 6 feet apart.
- Staff members may remove their mask when they are by themselves in their office or classroom.
- Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.

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- If a student or staff member is unable to wear a mask due to a documented medical condition, they should report this to a staff member or school administrator immediately, to determine if reasonable accommodations can be made by the school or district.

These expectations are outlined in the September 2020 [Superintendent's Directive: Mask Requirement](#).

Social Distancing

All students and staff will practice social distancing of up to six (6) feet when they are in BWRSD schools.

- All PK-12 classrooms will be reorganized so that desks can be placed six (6) feet apart.
- Signage and decals will be posted in school entrances, hallways, and shared spaces to promote social distancing.
- When students are unable to maintain social distancing of up to six (6) feet they are required to wear a mask.

Group Size

Group size limitations will be consistent with RIDOH guidelines, allowing for stable groups of thirty (30), including children and adults, in PK-8 classrooms, no more than fifty (50) people in cafeterias or other large group indoor areas, and no more than one hundred (100) people in an outdoor area. Social distancing is expected in all group settings.

In grades PK-8, stable groups will be established of up to thirty (30) students and adults who will stay together in one classroom throughout the day to limit exposure with other groups. This can be accomplished with our current class size. To the extent possible, even within stable groups, all students and teachers should try to maintain six (6) feet of physical distance.

At the high school level, where it is not feasible to maintain stable groups, face masks and social distancing will be conducted throughout the day.

Anticipated Class Size

	Class Size Maximum	Likely class size
Elementary- <i>all students in person</i>	24	20
Middle School- <i>50% of students in person</i>	26	12-14
High School- <i>50% of students in person</i>	28	12-14

Ventilation and Filtration

BWRSD has worked with custodians and principals to ensure that classrooms have appropriate ventilation and air flow. This includes hiring an engineering firm to test existing HVAC systems, ensuring windows are operable, and limiting the use of rooms without windows. In addition, box fans were placed in windows to increase the number of air exchanges within classrooms. CADR rated air purifiers have also been purchased to increase air circulation and filtration during the winter months, when windows are not able to be open.

Sharing of Classroom Materials

To avoid the sharing of instructional materials within classrooms, teachers will provide students with a set of materials for their individual use that will be stored in the classroom, i.e., a large

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Ziploc bag or plastic box. A similar list may be shared with families to purchase for at home use during distance learning. These materials will be provided to families who need assistance.

The [CDC guidelines](#) strongly discourage students from sharing classroom materials that are difficult to clean or disinfect, including books, notebooks, etc. Materials that are shared must be sanitized (or quarantined/not used) after each use. Although the guidance is not clear, some studies recommend a quarantine or non use period of seven (7) days.

Daily Screening Protocols

Protocols have been put in place for daily at-home COVID-19 screening to ensure all staff and students entering school buildings are symptom free. Families/guardians will complete a COVID-19 self attestation prior to students getting on the bus or entering a school. This may be submitted electronically through the Aspen Parent Portal, or by other means if requested by the family. The procedures for this will be communicated to all families prior to the start of the school year and training will be provided to staff who will be implementing and monitoring the screening process.

Students and staff must stay home if they:

- have any of the symptoms listed on the COVID-19 screening,
- have tested positive for COVID-19, or
- have been in contact with anyone who has tested positive for COVID-19.

Attendance policies will be amended to reflect these requirements.

Procedures for Students Who Test Positive

Any students experiencing symptoms of COVID-19 before the school day begins should stay home. If a student develops COVID-19 symptoms while at school, the child will be immediately taken to the isolation room and evaluated by the school nurse.

Parents/guardians will be notified to pick up the student within the hour. Parents/guardians should seek medical advice for the student within forty eight (48) hours and schedule a COVID-19 test as needed.

If the test result is positive, individuals must complete a period of isolation as directed by RIDOH. Symptomatic students will not be permitted to return to school until documentation from a medical provider indicates testing was negative, there are no other medical restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious.

Procedures for Staff Who Test Positive

BWRSD staff members who feel ill before the school day begins should stay home. If a staff member develops symptoms of COVID-19 while at school, they will contact their school administration and go home immediately.

Within forty eight (48) hours, they should seek medical advice by consulting with a healthcare provider. The staff member should get a COVID-19 test, as needed, and notify their employer as soon as the result of the test is known. Symptomatic staff will not be permitted to return to work until documentation from a medical provider indicates testing was negative, there are no other medical restrictions, there is no evidence of illness restricting attendance, or it is documented that the individual is no longer contagious. If the test result is positive, individuals must complete a period of isolation as directed by RIDOH.

Ongoing Cleaning and Sanitization

Our custodial and maintenance staff is committed to implementing new procedures for ongoing clearing throughout the day and disinfection of common areas, restrooms, and high touch surfaces on an hourly basis. Principals will identify rooms that may need additional cleaning and maintenance to ensure the health, safety, and wellbeing of vulnerable student subgroups.

Health, safety, and well being within schools is a shared responsibility. In addition to wearing face masks or coverings, everyone will sanitize their hands as they come into our schools, wash their hands frequently throughout the day, and maintain appropriate social distancing to those around them.

Transportation

BWRSD will work with families to meet the RIDOH guidelines for transportation. Due to limitations on the number of students allowed on a school bus at one time, and to ensure we can appropriately space student seating (from 60+ students to no more than 21-24 students), we will be requesting that families register for school bus transportation only if it is absolutely essential. This will allow us to reduce numbers sufficiently and eliminate the need for additional bus runs and delays in our ability to get students to school in a reasonable amount of time. BWRSD will also promote the use of alternative transportation, such as walking, bicycles, and carpools.

Students will be required to take the same bus to and from school to ensure a stable transportation group.

BWRSD will hire additional staff to ride the bus and ensure all RIDOH guidelines are followed. The following procedures will be implemented:

Arrival and Dismissal Procedures

Arrival at School: The parent/guardian/student will complete the COVID-19 self-attestation form each morning documenting symptoms/lack of symptoms per CDC guidelines prior to the student leaving for the bus stop. Students will go to the bus stop at the designated time. Families/guardians should remind their child(ren) to wear a mask or face covering and maintain social distancing while at the bus stop. When the bus arrives at the designated bus stop, our staff will confirm that the student has completed the daily screening form, will provide the student with hand sanitizer and a mask (if needed), and will direct the student to their assigned seat, loading the bus from the back to the front.

If a parent/guardian/student has not completed the daily screening, our staff will conduct the screening protocols, ensuring student's confidentiality. If a student responds negatively to all screening questions, our staff will provide the student with hand sanitizer and a mask (if needed), and will direct the student to their assigned seat. If a student responds to the screening protocols in a manner that causes our staff concern, the student will be directed to sit in an assigned seat at the front of the bus to isolate the student from the remainder of the riders. All riders will be required to wear masks at all times on the bus. These protocols will be followed at each bus stop until the bus arrives at the designated school building. The bus will be assigned a drop off location to ensure students do not disembark in large groups. The students will be instructed to remain on the bus until school staff indicates it is appropriate for them to disembark.

Dismissal from School: The bus will arrive at school to begin the dismissal process and park at its designated pick up location. Our staff will provide the students with hand sanitizer and a mask (if necessary) and will direct the student to their assigned seat. All riders are required to wear a mask on the bus at all times. Students disembark once the bus arrives at their designated bus

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stop. It should be noted that the seating assignments will allow for the student to disembark from the front of the bus to the back of the bus. Once the bus has dropped off all students, our staff will wipe down all seats and high traffic areas. Once the bus returns to the bus yard, daily cleaning will be completed.

BWRSD has been working in concert with our bus vendor, First Student, to create these procedures and will continue to meet with them over the course of the summer to revise our plans as additional information is received.

Staggered Start and Dismissal Times

Schools have established staggered start times, for students who walk or dropped off at school or who take the bus. Different entrances and exits will be used as will, to mitigate exposure. Students and staff must wear face masks or coverings as they enter the school building and use hand sanitizer that will be available at all entrances. School staff will be available to ensure all families have completed the COVID-19 screening.

For students who are transported to or picked up from school, it is recommended that the same adult drop off and pick up each day for each student.

Lunch Procedures

Based on current guidelines, we anticipate that students in grades PK-8 will eat lunch in their classrooms or designated areas outside, weather permitting. This will minimize movement within the school and exposure to multiple people. Students may bring their lunch or purchase a Grab and Go meal from the cafeteria. Grab and Go meals will be prepared by Chartwells, our food service provider, and delivered to classrooms by lunch aides, which will be hired by BWRSD.

Before having snacks or lunch in the classroom, students will wipe their desk using a sanitizing wipe or spray that will be provided. Next, they will wash their hands (or use hand sanitizer if a sink is not available in their classroom). After eating lunch, students will wipe their desks again with sanitizing wipes or spray and wash their hands.

To provide students with a change of environment during the school day, we hope to allow lunch to take place in other areas of the school, such as the cafeteria, outdoor spaces, library, or gym. At the elementary and middle school level this may allow for two (2) stable groups of up to fifty (50) students to be scheduled in a large space for lunch, (up to 100 people in an outdoor space). Schools will use the following protocols:

- The space must be fully disinfected before and after each group eats lunch.
- Groups must be distanced at least fourteen (14) feet apart.
- Students must remain with their stable group, in assigned seats, and to the extent possible be spaced six (6) feet apart.
- Students must use hand sanitizer upon entering the space and before they eat.
- Disposable napkins, utensils, straws, etc. will be provided by the supervising adult.
- Tables or spaces will be designated as nut-free for students with nut allergies.

Teachers who choose to eat lunch in the Teacher's Rooms will be required to follow all social distancing guidelines. BWRSD will designate additional areas, as needed, to allow for uninterrupted meal times per the collective bargaining agreements.

Recess Procedures

Daily recess is important to students' wellbeing and provides an opportunity for movement and socialization. Schools will schedule a minimum of twenty (20) minutes per day for recess, although additional time is recommended. Recess will be based on the following protocols:

- Weather permitting, recess will be held outdoors.
- Students must wash or sanitize their hands before going out to recess.
- Students will stay within their stable groups during recess.
- Face masks and coverings must be worn when going to recess and when social distancing of six (6) feet cannot be continuously maintained. Students shall only remove their mask when school staff advises it is safe to do so.
- Up to two (2) stable groups may be scheduled for recess outside, provided that groups can be distanced fourteen (14) feet apart.
- Recess equipment, such as balls and hoops, may be shared only within a stable group, not shared between two (2) groups. Recess equipment must be cleaned after group use.
- All playground equipment will be sanitized after each recess.
- Students must wash or sanitize their hands when they return to the classroom.

School Visitors and Volunteers

To reduce the risk of exposure, schools will restrict the number of visitors and volunteers coming into the school. Visitors must wear face masks or coverings at all times and only enter and exit the school building via one (1) location. For Partial and Limited In-person scenarios, visitors will not be allowed in schools, to the greatest extent possible. Schools will ensure that every visitor who comes into the school completes the electronic visitor sign-in process. This will be used to collect the date, name, contact phone number, and arrival/departure times of all visitors. This information will be retained for at least thirty (30) days to meet the RIDOH requirement.

Communication and Dissemination of these Protocols

The overall intent of these protocols is to ensure the health, safety, and wellbeing of students and staff as they return to school. As restrictions change, we will modify these requirements to provide as much flexibility as possible. Information regarding these protocols will be distributed to staff, students, and families prior to the start of the school. It will be communicated via email and telephone in multiple languages to ensure all families have access to this information. Educational videos on topics such as how to appropriately wash your hands, how to complete the COVID-19 self attestation, how to safely ride the bus, and other new protocols will be created and disseminated to students, families, and staff during the month of August. As needed, school support staff will reach out to families who may need additional assistance in accessing the information. All communications will be linked on the district and school webpages and families will receive a text message alerting them that new information has been posted. Training and demonstrations will be provided for school staff and students at the start of the school year.

BWRSD will follow all direction and guidance from RIDOH regarding notification and communication to potentially affected students and staff. BWRSD will maintain a log of stable groups for classrooms, buses, and other potential contact to the best of our ability so that RIDOH, if necessary, can conduct contact tracing.

2. MAINTAINING A STRONG FOCUS ON CORE INSTRUCTION AND ACCESS TO CO-CURRICULAR COURSES

BWRSD is committed to ensuring all students in all schools and classrooms have access to equitable, rigorous and meaningful learning experiences that prepare them to meet and exceed academic standards and develop social emotional competencies. This section describes what

learning will look in each model of instruction: In Person, Partial In Person, Limited In Person, and Full Distance Learning.

Proposed School Schedules

We are prepared to have our elementary schools begin the school year in the Full in Person model and a hybrid Partial In Person model for middle and high school. Proposed school schedules for grades PK-12 include time for co-curricular classes (art, music, health, etc) for both in person and distance learning. They can be found [here](#) and in Appendix A of this document.

Teaching and Learning

As a result of our Distance Learning experience this past spring, we found that many teachers were able to effectively adapt effective practices used in their classrooms on a daily basis, to teaching within distance learning. Through teacher focus group discussions, we have identified key components of effective practice we expect to see during In Person and distance learning. They include:

- **A positive and supportive classroom culture.** Within distance learning, we saw many teachers successfully begin each day or lesson with a virtual class meeting, to set the agenda for the day, communicate high expectations for learning, and check in with students to make sure they are physically, emotionally, and academically ready to learn. These social interactions develop positive relationships, promote a culture of academic growth and achievement, and promote a shared responsibility for learning and success.
- **Embracing the unique life experiences, interests, and aspirations of students.** Learning is a social process that prepares students for the real world. Recognizing and highlighting the diversity within classrooms develops social and cultural awareness, a deeper understanding of ourselves and others, and provides teachers with insight to students' prior experiences and ways of understanding, to better personalize learning for their students. Technology enhances our ability to connect learning to the real world and provide access to learning resources beyond the classroom walls.
- **Communicating learning targets and expected outcomes at the start of each lesson.** Students are more engaged in learning when they know the learning targets and success criteria upfront. This maintains a focus throughout learning, promotes self-reflection, and develops student agency (ownership in learning) and the ability to monitor their own progress towards the intended learning targets.
- **Providing varied and engaging learning experiences to practice new skills and concepts.** Distance learning required teachers to develop virtual opportunities for students to collaborate with one other and to apply their learning in new ways. Technology increased opportunities for more real world, problem-based learning.
- **Using formative assessment as checkpoints during lessons.** Effective instruction involves frequent check-ins to ensure all students are on track for meeting learning targets. This allows teachers to flexibly adjust lessons or activities and provide additional support as needed.
- **Providing meaningful feedback.** Providing meaningful and timely feedback during learning is essential during in person and virtual learning. It assists students in recognizing next steps in their learning and improvements necessary to meet their learning targets.

Curriculum and Instruction

Our curriculum for core content areas is aligned to state and national standards. Our K-8 math programs are on the state approved curriculum list and we are piloting an approved program at the high school level. We are also piloting new approved ELA curriculum next year. Whether instruction is in person or through distance learning, teachers will continue to maintain a focus on standards based instruction and assessment.

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We will continue to provide teachers with technology tools that support efficient management of resources, provide access to real time data, and adaptive components to personalize learning. BWRSD teachers have access to a variety of tools and software that have been evaluated by the district for content alignment and quality, as well as meeting data privacy requirements. The [BWRSD Approved Software List](#) is updated regularly as software is requested by teachers and evaluated by our staff.

Assessing Learning Progress

BWRSD schools use universal screeners in ELA and Mathematics and baseline assessments at the start of each school year to determine academic needs and supports. At the end of last year, assessments were given to determine potential gaps in learning as a result of school closure. This information has been shared with teachers of the next grade level and course.

Assessment is used throughout the year as a means of identifying students who are exceeding, meeting, or progressing towards grade level standards. Principals and content leaders work with teacher teams to analyze the results of each assessment, pinpoint students' strengths and needs, and adjust instruction and intervention, as needed to ensure students are able to meet learning goals. These assessments are nationally normed and designed to measure progress towards state and national standards.

The following assessments are used by BWRSD schools:

Grade	Beginning of Year	6 Week Monitoring	Middle of Year	6 Week Monitoring	End of Year
K-2	Reading-mClass Math-iReady	For students who have not yet met proficiency	Reading-mClass Math-iReady	For students who have not yet met proficiency	Reading-mClass Math-iReady
3-5	Reading- Star Math-iReady		Reading- Star Math-iReady		Reading- Star Math-iReady
6-8	Reading- Star Math-iReady(gr 6) and Star (7-8)		Reading- Star Math-iReady(gr 6) and Star (7-8)		Reading- Star Math-iReady(gr 6) and Star (7-8)
9-12	Reading- Star Math-Star		Reading- Star Math-Star		Reading- Star Math-Star

Adjustments to Grading Practices

BWRSD did allow flexibility last year and guidance that teachers were to focus grading of achievement and growth in meeting standards and learning goals. Other factors such as attendance, participation, and homework completion should be considered separately. Teacher and administrator feedback will be provided to ensure that decisions about student grades are made holistically.

The Shift to Distance Learning

A distance learning day typically runs from 8:30 A.M. to 2:00 P.M. and prioritizes learning in reading, math, science, and social studies, while still providing time for co-curricular classes, such as health, physical education, art, and music. Teachers will provide a learning plan or agenda for the day that will be posted in either Google Classroom or SeeSaw. It will explain:

- the learning targets for each lesson,
- the resources students will need,
- the assignments students will complete, and

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- the suggested time for students to complete each activity.

Distance learning plans will also include activities that do not require technology, as well as short breaks for snacks, movement, lunch, and outdoor time.

Distance learning days will be a combination of synchronous (live) lessons and asynchronous (not live) activities. You should expect a minimum of two synchronous sessions per day for all grades PK - 12. During distance learning hours, teachers will also be available to answer questions or support students, if needed. During professional development days, however, teachers will not be conducting live lessons, instead, students will work independently on assigned lessons. Younger students may need the support of a parent/guardian to complete assignments.

Although there may be scheduled meetings and lessons during the day that students are required to participate in, most distance learning days are designed to give families flexibility in pacing their child's day to best fit their families' schedule.

Teachers will follow the RIDE Guidelines for Distance Learning which recommend the following:

Grade Level	Screen Time
K-2	1-2 hrs
3-5	3 hrs
6-8	3 hrs
9-12	4 hrs

Synchronous Learning

All teachers will use synchronous teaching during Partial and Limited In Person models. During In Person lessons, teachers will use Google Meet to include students at home participating in Distance learning.

Live, synchronous lessons should be broken into short segments or activities to maintain student engagement. This type of instruction is the most impactful format for teaching new content or intervention virtually. Transitioning to remote instruction, however, can be challenging for students and teachers. Teachers often attempt to replicate their traditional lessons and materials in an online setting, which leads to tiring lessons for students. This "zoom fatigue" can be greatly reduced by restructuring lessons specifically designed for remote instruction by breaking lessons into 5 - 10 minute segments alternating between the modalities shown below and reflected in the sample lesson provided.

- Live whole class teacher instruction
- Student poll
- Student breakout group discussion
- Individual task to check for understanding
- Individual task for reflection (e.g. write a paragraph responding to a teacher prompt)
- Watch a video
- Respond to questions via the chat function
- All students presentation/sharing to class
- Recorded teacher lesson
- Allow students to collaboratively create documents via Google Docs, assigning sections and roles to different students.

Sample Remote Lesson <i>High School US History – 60 Mins</i>		
Time	Content	Modality
5 mins	Warm-up Task: Students watch a video shared by the teacher, then respond to a question via poll.	Teacher talking Watch video Students take poll
10 mins	Introduction to New Material: Teacher delivers new content via screenshared presentation; students take guided notes.	Teacher talking PowerPoint
15 mins	Activity: Students co-create a document (i.e. letter to a historical senator) on a shared document creation platform to develop a position on new content that was delivered.	Students jointly create document
15 mins	Discussion: Teacher poses a series of questions for students to reflect on and respond to in 2-3 small group breakout rooms. Roles are assigned to students to facilitate and take notes.	Student discussion in breakout rooms
10 mins	Check for understanding: Students answer content-related questions via an online quiz platform or working individually.	Students take quick quiz
5 mins	Closing: Teacher pulls class together to summarize the lesson and review upcoming assignments.	Teacher talking
Homework	Students are assigned readings, short videos, and activities to extend understanding of content.	Student independent work

Synchronous Versus Asynchronous Learning

One of the more challenging aspects of distance learning instruction is determining which experiences should be synchronous (live) vs. asynchronous. Here are some suggestions regarding which works well for each modality:

Asynchronous	Synchronous
Accessing and Absorbing New Content	Small-Group Discussions (Ex. Breakout Rooms)
Deep Work and Critical Thinking	Conferencing and Check-Ins
Goal Setting and Reflection	Live Feedback (Providing and Receiving)
Formative Assessments	Exhibitions of Learning

Adapted from a resource created by the nonprofit [Global Online Academy](#).

Digital Platforms for Learning

Google Classroom will be used as a common digital platform in Grades 3-12 and SeeSaw for Grades PK-2 classes. A common platform provides a central hub for teaching and learning, enabling teachers to easily develop, share, and organize materials; establish procedures for their digital classroom, and conduct lessons and learning activities in one space. This provides consistency in distance learning for students, support staff, families, administrative and technology personnel.

Norms for Distance Learning

Establishing dos and don'ts of distance learning help to create a positive and productive learning environment. Both students and teachers appreciate structures that provide consistency from one classroom to the next. By establishing clear expectations and norms for distance learning

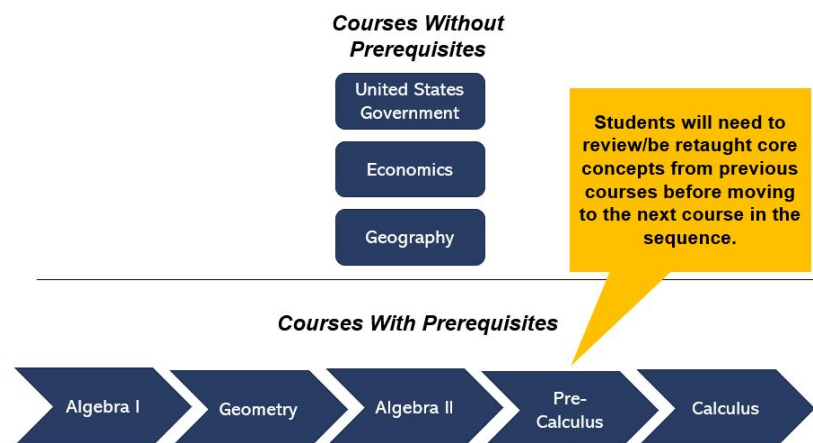
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teachers are able to focus on teaching and students can better engage in learning. All teachers will establish norms for distance learning lessons that include at a minimum, the requirements below. Norms will be emailed to students and families at the start of the school year and posted in each Google Classroom. At a minimum, we expect:

- Students have their cameras turned on during live lessons so they can interact with teachers and other students.
- Students should be dressed in school appropriate attire and ready to learn
- Students are expected to fully participate in online lessons and activities
- Attendance will be based on participation throughout the lesson

Adjusting Curriculum for Distance Learning

Teachers recognize that the switch to distance learning last year may have left some curriculum uncovered. To address this, teacher teams review end of year data to determine whether to re-teach or skip over content that was not adequately addressed last year. For courses that do not have prerequisites, such as English or Social Studies, teachers will launch into new grade-level content right from the start, rather than repeating material from the previous grade. These subjects make it easy to integrate missing knowledge and skills into new learning. For other courses such as mathematics that require prerequisite skills.



District Management Group, 2020

Identifying Power Standards

Professional development days at the start of the school year will be used for teacher leaders and content teams to identify power standards (skills and concepts that are essential prerequisites to future learning) in each subject area. This process will assist teachers throughout the year, as they adapt curriculum for both in person and distance learning.

Power standards are identified using the following criteria:

- Endurance:** Standards that focus on knowledge and skills that will be relevant throughout a student's lifetime, such as learning how to read or interpret a map.
- Leverage:** Standards that focus on knowledge and skills used in multiple academic disciplines, such as writing persuasively or interpreting and analyzing data.
- Essentiality:** Standards that focus on the knowledge and skills necessary for students to succeed in the next grade level or the next sequential course in an academic subject.

Additional resources regarding power standards can be [found here](#).

Professional Development for Distance Learning

Transitioning to a hybrid model of in person and distance learning can be a difficult task for teachers. During monthly professional development days, teachers will be provided several options for professional learning. Teacher leaders, content coaches, and our digital learning director will work with teachers to develop a professional learning plan focused on adapting curriculum for distance learning, implementing effective distance learning strategies, and integrating the social emotional supports students may need throughout the year as instruction shifts from in person to distance learning. Through ongoing opportunities for collaboration and professional dialogue, teachers will be able to share resources and ideas, co-create new instructional content, and feel supported in new learning.

Ensuring Equitable Access to Learning

Based on our experience with distance learning last year, we have initiated the following steps to ensure all students have access to instruction and interventions during distance learning.

The district will continue to utilize the already established MTSS processes to determine eligibility of services and ensure equitable access to learning for all students. This process follows similar guidelines that the district utilizes to determine the need for Title I reading or math supports. We will utilize existing intervention programs and identify the need for additional programs necessary to provide supports and interventions to students during distance learning. Our reading and math specialists have already had success with adapting interventions for virtual support, and will continue to build upon this.

Develop a plan to revisit students' IEPs in partnership with teachers and parents to reflect evolving needs:

Many students with special needs did not receive all the services on their IEPs during the spring. Federal law and guidance require any missed services to be provided unless parents agreed to otherwise. Simply 'shoehorning' in all missed services from the spring into the fall may not meet the needs of students well and will likely overwhelm staff. The district is working closely with families of students with disabilities to ensure IEP or 504 plans address students' needs while also reflecting the new reality of virtual learning. District special education staff will continue to partner with families over the summer and into the fall to ensure each students' needs are appropriately addressed. Based on the potential of a virtual and/or hybrid scenario moving forward, most IEPs will need modifications as well.

Careful consideration will be given to reviewing the needs of our most vulnerable student subgroups, such as students who are medically fragile, and consult with families and health care professionals to consider the risk/reward of their attendance in school every day. The final decision regarding whether or not a child is too medically vulnerable to return to school should be determined by the child's physician in consultation with the family (Reopening RI FAQs. p. 4)

District administration and building-based special educators will conduct a review of IEPs to assess what additional services may be owed due to virtual learning constraints this past spring and on how to address any potential learning loss for differently-abled students.

Topics to discuss:

- Hold all IEP meetings virtually, to the extent possible, to streamline the Team process.
- Utilizing district-created and norm-referenced formative assessments, Teams will discuss and determine the level, if any, of regression that occurred as a result of distance learning. Discussions will focus on the individual learning needs of each student, results of these assessments and the recoupment time required, if necessary.

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- Consider working with families to waive additional services that would become overwhelming to the student so that they are not constantly being pulled from class (i.e. having to pull a student out of multiple classes to provide twice as much speech and language sessions per week)
- Work with families to develop a plan to spread out the compensatory services over the school year rather than cramming all of the services in the first few months. Whenever possible, avoid having compensatory services take place during classroom instruction.
- IEPs can also be drafted to allow staff to provide Special Education and related services through multiple modalities, such as co-treatment options, online learning platforms, etc.

Assessing and Addressing Learning Loss for Multilingual Learners

Our multilingual learners are assessed as part of our district benchmark assessment system three times per year in the fall, winter, and spring. Students in K-5 are assessed in literacy using DIBELS and mCLASS TRC (text reading and written comprehension), with iReady Reading Diagnostic Assessments being used for students in grades 1 through 8. In mathematics, K-8 students will be assessed using the I-Ready Math Diagnostic Assessments. For students in grades 9-12, STAR Reading and Math Assessments are used for both benchmarking and progress monitoring. Multilingual students are also part of the K-12 progress monitoring process within our District RTI (Response to Intervention) and MTSS (Multi-tiered System of Support) structures of support and intervention. Frequent progress monitoring (anywhere from 2 to 6 weeks) occurs for multilingual students based on their academic needs with a focus on supporting the learner through WIDA guidance on culturally and instructionally appropriate lessons. ELL specialists and classroom teachers also collaborate to review ACCESS assessments to plan lessons in the domains of reading, writing, speaking, and listening, based on each student's academic performance with an emphasis on closing gaps and accelerating learning. During distance learning, frequent communication and meetings with the support of interpreters has occurred on a regular and consistent basis for a majority of multilingual families to keep them well informed of their child's progress.

3. EXPANDING SOCIAL EMOTIONAL AND MENTAL HEALTH SUPPORT.**Increased Social Emotional and Mental Health Support**

The following individuals will work with the RI Department of Health and community partners to expand social emotional and mental health support for students and staff:

- Edward Clarke, Director of Student Support Services
- Shelly Marshall, School Social Worker.

The district has created a 'help line' for any parent of a student with an IEP, 504, ELL needs or other concern that may have any questions about student assignments, services, or support. They can contact the Office of Student Support Services at: bwrstdstudentsupport@bwrstd.org

In addition, district mental health professionals, working with regional resource providers, have compiled and disseminated a list of [community based agencies](#) that may provide counselling, treatment and/or respond to a variety of mental health related concerns.

Social Emotional Support Teams

Due to prolonged school closure, many students will require social-emotional support to help them re-engage and re-enter school. In preparation, the district will provide training for all of our educators in basic crisis intervention techniques and the identification of potential mental health problems. Our educators will work alongside mental health and counseling professionals to help support all students.

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To make sure every student feels like they are a valued member of their school community, each school within the district has created a social emotional support team led by a building-based school psychologist and social worker to assess the emotional well-being of the students and implement supports on an as-needed basis. To make sure our schools are a welcoming and inclusive environment, we will be incorporating ongoing social/emotional learning, trauma-informed instruction and diversity training with our staff through coaching and targeted professional learning.

School Psychologists and Social Workers assigned to each school in Bristol-Warren have created a [referral form](#) for any member of the school community to address any concerns in regards to the social/emotional health of their colleagues, students and/or families. All information will remain confidential and follow up and support will be determined on an individual basis. In addition, [crisis team members lists and contact information](#) has been created for each school.

Multi Tiered Systems of Support

The following tiered-levels of support will be implemented and consistently reviewed and updated by the district to ensure that each school is providing support that will allow students to be as successful as possible.

<p>Tier 1 Universal Support: Classroom Teachers with support from support personnel</p>	<p>Tier 2/3 Intensive Support: Classroom Teachers with support from support personnel, mental health professionals and administration</p>	<p>High Priority Needs Classroom Teachers with support from support personnel, mental health professionals and administration</p>
<ul style="list-style-type: none"> ● Morning meetings, advisory, homeroom ● Framework/ scripts for addressing concerns with students, can access existing materials and modify ● Provide student availability to support services ● Staff training/PD for SEL tools ● Routine communication with parents ● Transition support for 6th and 9th graders ● Build general education supports in the classroom with support from district crisis team members utilizing RIDE guidance. ● PD to assist teachers to modify their instructional strategies to practice social distancing, the district will provide training to teachers on ways to modify best practices to meet social distancing guidelines or adjust practices for remote instruction with a concentration on social/emotional and trauma-informed learning ● Provide opportunity for students to “meet” virtually with students in other classrooms on collaborative projects and small group support. 	<ul style="list-style-type: none"> ● Construct groups for students that require the support of small group intervention for part of the day and are included for part of the day. Supports will be ‘push-in’ and the need for staffing will be examined on an ongoing basis. ● Outreach at each grade level, prior to returning to school to prepare students for changes in their routine. ● For the lower elementary; share social stories with parents so they can review ahead of time. ● Create a hybrid model for the district’s elementary and secondary SEL programs where some supports are pushed in and a SC class for students who can’t remain in class all day. ● Built in time to connect with peers ● Incorporate academic accommodations and supports for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic 	<ul style="list-style-type: none"> ● Daily morning meetings scheduled at ELED level ● Standardized and consistent approach for advisory at MS/ HS level including PD for teachers ● Expand SEL supports with current staff (Social Workers, Psychologists, etc.) - adjust schedules to prioritize availability to students ● Use MTSS systems already in place to identify students in need ● Create schedule for one-to-one student and group meeting times (consider lunch, break times, specialist time), maximize use of group meetings following safety restrictions ● Build teacher/ student relationships <ul style="list-style-type: none"> ○ SEL lessons while teaching rituals routines in the first few weeks of school ○ Sharing strategies with teachers for quickly developing new relationships in a modified learning environment (resources??) ○ Building in dedicated time for relationship building into the schedule (September)

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Tier 1	Tier 2/3	High Priority Needs
<ul style="list-style-type: none"> ● Providing robust teacher and family communication: <ul style="list-style-type: none"> ○ BOY welcome communication ○ “virtual walk through” of our school buildings ○ Orientation meetings ○ Continue to provide regular updates with opportunity for parent feedback 	<ul style="list-style-type: none"> ● Build robust teacher and family communication calendar: <ul style="list-style-type: none"> ○ BOY welcome communication ○ “virtual walk through” of our school buildings ○ Orientation “meetings” & videos ○ Continue to provide regular updates with opportunity for parent feedback 	<ul style="list-style-type: none"> ○ Build robust teacher and family communication calendar: <ul style="list-style-type: none"> ○ BOY welcome communication ○ “virtual walk through” of school buildings ○ Orientation “meetings” & videos ○ Continue to provide regular updates with opportunity for parent feedback

Crisis Response Team

Every school building has a [crisis response team](#) composed of teachers, mental health professionals and administrators that meet on a frequent basis to discuss specific building-based concerns. Each building team has representatives on the district-wide team which ensures consistency in process and response throughout the district. These teams will develop protocols for responding to COVID-related concerns, whether medically-based or mental health-based.

Other Mental Health Supports

BWRSD currently has a number of resources for staff care. We are members of the Rhode Island Interlocal Risk Management Trust (The Trust) and actively involved in their Health Matters program. Staff members are encouraged to participate in our Wellness Program, which offers opportunities for personalized learning on issues such as stress and self-care. Additionally, BWRSD has implemented the Employee Assistance Program (EAP) offered by the Trust.

As we implement the reopening plan, we will continue to assess the resources offered to our staff and provide opportunities to deal with the ongoing stress and uncertainty our staff may be feeling.

4. REOPENING OPERATIONS: REALIGNING SCHOOL AND DISTRICT RESOURCES TO THE GOALS OF THIS PLAN.

Facilities and Maintenance

Inventory and Procurement of Cleaning and Sanitization Supplies

BWRSD has completed an inventory of all cleaning and disinfecting materials and has compiled a list of the supplies needed per the RIDOH and CDC guidelines. BWRSD has reached out to vendors to obtain the supplies and materials needed in order to have an ample inventory prior to the start of the school year. BWRSD has created a refresh plan to ensure that an adequate supply of materials are on site at all times and at all locations throughout the year.

Training for Custodial and Maintenance Staff

BWRSD will train all custodial and maintenance staff regarding the recommended cleaning and disinfecting protocols according to RIDOH and the CDC. Additional training and meetings will be conducted throughout the year, as necessary.

Additional Staffing Needs

BWRSD will need additional staff to meet the increased cleaning requirements. These plans are based on a full in-person return where all students, PK to Grade 5, are in school five (5) days per week and Grade 6 to Grade 12 attend school on a rotating basis. Current custodial and maintenance staff assignments will be shifted to meet the needs of the students and staff. At this time, it is believed that we will need up to five (5) additional custodians at a cost of Four Hundred

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and Fifteen Thousand Dollars (\$415,000.00). BWRSD also intends to offer multiple overtime opportunities to our custodial and maintenance staff for an anticipated cost of One Hundred and Sixty Thousand Dollars (\$160,000.00).

Procedures for Entering School Buildings

All individuals entering the school buildings will be required to wear face masks or coverings. Students and staff will enter the buildings based on a staggered arrival schedule. BWRSD intends to limit the number of visitors and vendors in the school buildings during school hours. For times when visitors or vendors must be present in the school buildings during school hours, they will be required to wear face masks or coverings and use hand sanitizer upon entering, complete the visitor log with the required information to conduct contact tracing, if needed, and receive a visitor's badge. Once their business in the school building is completed, they will be required to sign out of the building.

Fire Evacuation and Lockdown Drills

All students and staff will wear face masks or coverings while participating in fire evacuation drills. At the elementary and middle levels all students will wear masks and remain in their stable groups as they exit the building. Once outside the stable groups will remain fourteen (14) feet apart. At the high school level students and staff will wear masks as they exit the building and will maintain social distancing.

The existing protocol for lockdown drills will remain in place but students will wear masks and social distance. Any modifications necessary will be determined in collaboration with local emergency response providers.

Operations (Budget, Staffing, Scheduling, Food Services)

Budget Projections

The proposed budget of BWRSD was approved by the Joint Finance Committee on March 25, 2020 in the amount of Fifty Six Million Seven Hundred Ninety Eight Thousand Eight Hundred and Sixty Two Dollars (\$56,789,862.00). While BWRSD was concerned that the financial impact of the pandemic would alter this approval, the JFC has confirmed that the local share approved will be honored by both towns. While we do not have a clear number regarding state aid, if state aid is paid at the FY20 rate, BWRSD will actually see an increase in dollars compared to the appropriation for FY21 based on the numbers issued in March of 2020. Due to the shift to distance learning, BWRSD had a surplus from FY20 of approximately Two Million Five Hundred Thousand Dollars (\$2,500,000.00), mainly derived from savings on transportation, food service, daily use of substitutes, supplies and materials, and a decrease in utilities. We also received Four Hundred and Eighty Five Thousand Four Hundred and Seventy Six Dollars (\$485,476.00) in CARES Act funds, of which Eighteen Thousand Five Hundred and Forty Two Dollars (\$18,542.00) will be apportioned to private schools.

Staffing Changes

BWRSD anticipates the hiring of the following staffing:

- Transportation/Lunch Aides
- Teacher Assistants
- Nurse Technicians
- Teaching and Learning Fellows
- Custodial staff
- Reassignment of teachers for full time Virtual Learning Academy

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BWRSD will follow our normal practice for all new hires. Positions will be posted internally, as required by the collective bargaining agreements, and, if still unfilled, will be posted on School Spring. We will screen the applicants, conduct interviews, and perform background checks. Once a successful candidate has been hired, we will ensure that they receive all the paperwork, traditional onboarding, and any additional training associated with the new reopening protocols. We hope to limit the number of substitutes needed in the building with the addition of more Teaching and Learning Fellows, who will be an integral part of the school building, will be familiar with the school climate, culture, and curriculum, and will limit the amount of people students and staff are in contact.

Food Services

BWRSD will serve lunch in the classroom for grades PK through 8. Chartwells will prepare the food in the cafeteria, lunch aides will deliver the Grab and Go meals to the classroom, will supervise lunch, and will then remove any debris at the end of the lunch period. Students will be asked to wipe down their areas and wash their hands before and after they eat. Students in grades 9 to 12 will be assigned to eat in one for four (4) locations, ensuring that social distancing and group size requirements are followed. Lunch aides will deliver Grab and Go lunches to each of the locations.

For those students who will be learning remotely, BWRSD will establish meal pick up locations and times. Students and their families will be able to receive Grab and Go breakfast and lunch meals from these pick up locations. This program will be similar to the lunch distribution program established by BWRSD and Chartwells during the distance learning period from March 2020 through June 2020.

Lunch aides will receive training provided to all BWRSD staff, as well as additional training provided by Chartwells. BWRSD and Chartwells have been working collaboratively to create procedures regarding the safe delivery and consumption of meals that meet all state and federal requirements, in addition to following all RIDOH and CDC guidelines.

Transportation

To meet the RIDOH and CDC guidelines, BWRSD will implement a staggered drop off and pick up schedule at each school location. Buses will drop off and pick up first and then parent drop off and pick up will occur in an orderly fashion. This will limit the amount of students entering the building at one time, and will allow for school building staff to deal with any student who has not completed the COVID-19 screening prior to arrival.

BWRSD has nineteen (19) regular buses and four (4) special education buses. We will be requiring all families that need school transportation to register beforehand so we can appropriately route the buses and assign students to each bus based on RIDOH and CDC guidelines. The transportation registration period began on July 16, 2020 and will close on July 24, 2020.

At this time, based on bus size, we believe we can safely transport twenty one (21) to twenty four (24) students on each run based on RIDOH guidelines, which recommends one (1) student to each seat. Students will be assigned a seat and loaded back to front. They will be required to wear masks at all times. They will be required to sign up for morning and afternoon transportation and will take the same bus both ways to ensure a stable transportation group. First Student is recommending a monthly bus cleaning with a solution called ZOONO Z-71, which reportedly kills germs on contact. Additionally, they plan to clean high traffic and high touch areas on a weekly basis with this solution to ensure health and safety.

Once we receive the transportation registration information, we will update the bus routes accordingly. As BWRSD has a limited number of buses and the ability to only run three (3) tiers, we may have to prioritize students who will receive transportation. These decisions will be made based on age, distance from their school, and need. Additionally, in a Partial or Limited In-Person model, we may need to reassign students from their neighborhood school, which will affect transportation routes.

At this time, we are still assessing the changes to our transportation contract based on the statewide calendar, which reduces the number of days students need to be transported, as well as any changes based on the reduction of students being transported on a daily basis. In order to reduce the costs of transportation, BWRSD has decided to hire a transportation aide for each bus to ensure screening and safety guidelines are followed. We anticipate this will cost an additional Four Hundred Thirty Five Thousand Dollars (\$435,000.00) Updated information regarding additional costs associated with transportation will be provided as we receive the transportation registration information and families receive additional information about our reopening plan.

Technology

Ms. Rosemary Muller, our Director of Information Technology, is the lead point of contact for BWRSD. She has been serving in that capacity for four (4) years in our district.

Return to School Technology Plan

All BWRSD students will be provided with a Chromebook for in-person learning and for distance learning. All BWRSD staff will be provided with a device to provide instruction and for productivity. BWRSD has established processes for families and staff members to obtain loaner devices should their devices fail during the in-person or distance learning periods.

BWRSD has a robust infrastructure to support educational and operational technology. In order to preserve this infrastructure and support all models of learning and teaching for the Fall of 2020 this foundation must be maintained. BWRSD expends approximately Two Hundred Sixty Five Thousand Dollars (\$265,000.00) in educational software and systems per year. These resources will be utilized in the Fall 2020.

BWRSD is a 1:1 Chromebook district from grades 3 through 12 and each teacher is provided a device. Typical chromebook hardware refresh for the Fall of 2020 includes chromebooks for teachers and students in grades 5, 6, 9 and 10 in the amount of Four Hundred and Forty One Thousand Dollars (\$441,000.00). In preparation for the modifications needed for the Fall 2020, we have expanded our 1:1 program to support students in grades PK through 3 and all staff members. The cost for this expansion is approximately Four Hundred and Two Thousand Dollars (\$402,000.00).

Our typical hardware refresh for network, desktops, Windows laptops and Chromeboxes for the Fall 2020 is approximately One Hundred Eighty Five Thousand Dollars (\$185,000). Our goal is to preserve this planned purchase. In addition, we have discovered that our in house document cameras support synchronous instruction. We are planning to purchase approximately one hundred (100) additional devices which will cost approximately Ten Thousand Dollars (\$10,000.00).

Furthermore, we are prepared to provide internet access to our families and staff members who do not have access to this resource or the resource is of low quality in the area that they reside. The cost of this resource is approximately Twenty Thousand Dollars (\$20,000.00) per year. This

cost includes the Internet access that will also be available on busses for real time access as our employees work to ensure our students are safe.

Registration

Our registration software, Registration Gateway, has a module called Back to School Gateway. This is an online component that allows parents/guardians who are new to the district or currently enrolled, to electronically update contact information and answer questions that provide us with data in order to make informed decisions. Two (2) questions that are included in this module are “do you have internet access at home?” and “do you have access to a personal computer at home?” The responses will help us to provide support and resources to families.

Inventory of Technology

All BWRSD technology and equipment is inventoried, upon receipt, into the WASP inventory system. Devices are distributed to students and staff members and device serial numbers are input into the student/staff record in our student information system, Aspen.

Student and Staff Device Use at Home

BWRSD is a G-Suite district. The Google Admin console allows us to support staff and students remotely and allows us to support a large number of users on chromebooks in an efficient manner. Our Mobile Device Management (MDM) system for Apple devices provides the same functionality for Apple devices as the Google Admin console does for the chromebooks

Deice Return and Sanitization

Devices are stored in accordance with RIDOH guidelines and then are retrieved by technology personnel for sanitization with products that are made specifically for electronic devices.

Tracking Computer Issues

Family technology issues are addressed and tracked using an email group bwrsdtech@bwrsd.org. Families are asked to email the account and request assistance. Responses are conducted via email and telephone and are responded to within twenty four (24) to forty eight (48) hours. Staff technology issues are addressed and are tracked using our ticketing system, Spiceworks. This system is uniform for staff in school and at home.

Technology Access and Equity

This plan requires increased access technology for students and staff, including the following:

- Upgrade of student and staff devices to support full access to curriculum during distance learning
- Projection devices for new classroom spaces
- Document cameras for each teacher to provide synchronous instruction
- Hot spots for students who do not have Internet access at home

Family and Community Engagement

BWRSD included key stakeholders in our planning and preparation for Fall 2020 and listened to the concerns of students, families, and staff at each step of the reopening conversation. A survey was sent out to families and staff to assess their comfort in returning to the buildings at the end of June 2020. While most families and staff expressed that, provided BWRSD followed all health and safety guidelines, they would be comfortable in returning to the building, approximately one third (1/3) of our families and staff expressed concern. These concerns were addressed in our reopening discussions. Additionally, BWRSD has asked families to request distance learning if they have health or other concerns in a Full In-Person return to learning. Staff was also asked to provide information if they had health or other concerns that may prevent them from returning to work. During the next few weeks, we will continue to analyze the data received, create classrooms for distance learning, and make staff and student assignments. The human resource office will work with staff members who have health concerns or a family member with health concerns to determine whether an accommodation can be made or whether there are other options.

During the school year and beginning in August BWRSD will provide weekly communication to families and staff. The communication is sent via email, posted on the district website, and shared via social media. Schools also provide school specific information to families on a weekly basis. The key groups to receive our communications include parents, students, all staff, and community members.

As we proceed through the remainder of the summer we will regularly communicate through weekly community and staff updates, hosting PTO meetings with each school, making presentations during School Committee meetings, and continuing our district website and social media to provide the most information about our reopening plan. Please communicate with your school administration or district administration if you have questions. Once we receive feedback from the Rhode Island Department of Education we will post our full plan on our district website in the top three languages spoken by our students.

BWRSD anticipates pushback or concerns from students, families, staff, and the community who either believe that all students should return to in-person learning regardless of the guidance and those who believe that it is too dangerous to return to school buildings. BWRSD will continue to communicate with all stakeholders and provide the latest modifications to our plan consistent with emerging guidance.

Family Perceptions of Returning to School

At the start of the summer, a survey was sent to 3,558 family contacts. 719 families responded on behalf of 1012 students. This represents approximately 30% of our district's student population. Survey results are shown below and available through this link [Family Survey Results and Feedback](#).

Staff Survey Results

At the end of the school year, a survey was sent to staff. We received 206 responses, 142 were teaching staff, 55 support staff and 9 administrative staff.

- 33% of staff find the Full In-Person Model appealing
- 30.1% find the Partial In-Person Model appealing
- 20.9% find the Limited In-Person Model appealing
- 16% find the Full Distance Learning Model appealing

Stakeholder Communication

Stakeholder groups that will be involved in future communication will include:

- District Administration
- Building Administrators
- Teachers, Support Professionals, and Nurses
- Clerks, Custodians, Maintenance Staff
- Building level staff
- Parents/Guardians
- Town leaders
- Town safety officials
- Transportation company
- Food Services
- Local childcare providers

Ongoing Communications Plan

Website & Frequently Asked Questions (FAQs)

The district's content and FAQs will show the reopening plan and answers to questions received from families, staff, and community members. This page will also feature information on transportation, PPE policies, cleaning protocols, meal services, and how schools will handle students and staff who experience an illness during the school day.

Email to Families

Emails will provide updates on the reopening plan and any other relevant information, such as athletics and COZ.

Email to Staff

Emails will provide updates on the reopening plan, including updates on cleaning and safety protocols and information that pertains to day to day classroom operations. As the date of returning to the building approaches, emails will also share what professional development will be offered and what classrooms will look like.

Staff Q&A Session

BWRSD plans to hold virtual staff meetings to review the reopening plan and allow for questions from the staff.

Guest Article/Media Release

BWRSD will create content on the reopening plan and what teaching and learning will look like when school begins. We will include information on safety precautions, cleaning protocols, schedule structures, and meal services. We will distribute the article to the local media and post on the district website.

Signage

BWRSD will create or obtain signage that briefly outlines rules and procedures to protect safety within school buildings. Signage will be posted at all school doors, in hallways, and in classrooms. A consideration for specific signage for larger areas, such as the library, cafeteria, gym or playground area will be reviewed. BWRSD is working with a vendor to secure these items for the beginning of school.

Video Update

We plan to record a brief video to update the community on the district's reopening plans. The video will be posted to social media and on the website.

Social Media

We plan to create and post social media updates providing information to the community about the district's plan to reopen schools. These posts may be more frequent based on the amount of information that needs to be shared.

Reopening Synopsis

A synopsis has been provided to the BWRSD community and was presented in an easy to read format.

Voice Message/Text

A brief message may be sent out to students, families, and staff using voice or text to alert families that an important email has been sent out.

Policy

At the end of the previous school year, the BWRSD school committee voted to give the Superintendent authorization to respond to emergency situations, and in responding to the COVID-19 pandemic to ensure the safety and wellbeing of students and staff. BWRSD is working to expedite a comprehensive COVID-19 policy.

REFERENCES

Center for Disease Control and Prevention (2020), [*Considerations for Schools*](#)

Center for Transformative Teaching and Learning (2020), [*Six Elements at the Core of Great \(Online\) Teaching*](#).

District Management Group (2020), [*Instructional Practices: School Restart Research Briefs*](#).

Lexington Public Schools (2020), [*Back to School Blueprint*](#).

Rhode Island Department of Education (2020), [*Distance Learning 2020: Guidance for Ensuring Educators, Families, and Students are Supported*](#).

Rhode Island Department of Education (2020), [*Back to School RI: Health and Safety Guidance to Reopen Rhode Island's Elementary and Secondary Schools*](#).

Transcend Education (2020), [*Recovery to Reinvention Plan and Playbook*](#).

Appendix A
SCHOOL REOPENING PLAN 2020-21
School Schedules
Updated 9/30/20

Introduction

In light of the COVID-19 pandemic and the potential impact on learning, the Bristol Warren Regional School District (BWRSD) has established three models of instruction that will be used flexibly throughout the 2020-21 school year for grades K-12:

1. Full In-Person Model- based on students being physically in school everyday.
2. Partial or Limited In-Person- lowers the number of students within classes, when required by the RIDOH.
3. Full Distance Learning- used when RIDOH does not allow for in-person learning.

These models are designed to prioritize the safety and well-being of students and staff, while at the same time providing learning experiences that are purposeful, engaging to students, and provide the instruction and support necessary for them to meet and exceed grade level standards. Each model is described below, presented by the Elementary, Middle School, and High School levels and are structured to provide consistency in learning as students transition between in person and distance learning. To address the needs of vulnerable student subgroups, the district has established criteria for school based MTSS teams to make school attendance decisions that best meet the academic, social emotional, and or medical needs of these students.

ELEMENTARY SCHEDULES**Elementary Full In-Person Model**

All students attend school full time. They stay in their classroom in a Stable Group of up to 30 people (including students and adults). Movement in the school is minimized. Co-curricular teachers such as art, music, etc. go into classrooms. Students support services are provided in the classroom.

Time	Kindergarten - Grade 2
8:45 -9:15 A.M.	Staggered Arrival
9:15 - 9:30 A.M.	Morning Meeting
9:30 - 11:30 A.M.	Reading/Writing/Fundations (120 mins)
11:30 - 12:30 P.M.	Recess and Lunch (20 mins + 20 mins)
12:30-1:10 P.M.	Co-Curricular (40 mins)
1:10 - 2:40 P.M.	Math (90 mins) +10mins snack/recess
2:40 -3:10 P.M.	Science/Social Studies (30 mins)
3:10 -3:30 P.M.	Staggered Dismissal

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Time	Grades 3-5
8:45- 9:15 A.M.	Staggered Arrival
9:15 -9:30 A.M.	Morning Meeting will be integrated into the day as appropriate
9:30 - 11:00 A.M.	Math (90 mins)
11:00- 11:40 A.M.	Co-Curricular (40 mins)
11:40 - 12:20 P.M.	Recess and Lunch (20mins + 20 mins)
12:20 - 2:30 P.M.	ELA Block (120 min)
2:30 - 3:10 P.M.	Science/SS (40mins)
3:10 - 3:30 P.M.	Staggered Dismissal (20 mins)

Elementary Partial In-Person Model

Same as Full In-person.

Elementary Limited In-Person Model

This model is similar to the Full-In Person Model except that group size is reduced to 15. Each class is separated into two groups, alphabetically, i.e., Group 1 A-L and Group 2 M-Z. In consultation with families the MTSS process will be used to consider limited or full in person attendance needs of vulnerable student subgroups.

Students will follow the same schedule shown above, for Full In-Person.

Monday is designated as a Virtual Support Day for teachers and support specialists to provide personalized individual and small group synchronous instruction (with the exception of professional development days, during which students engage in distance learning independently).

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Virtual Support Day	Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
		<i>Group 2 Distance</i>	<i>Group 2 Distance</i>	<i>Group 1 Distance</i>	<i>Group 1 Distance</i>
Week 2		Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
		<i>Group 2 Distance</i>	<i>Group 2 Distance</i>	<i>Group 1 Distance</i>	<i>Group 1 Distance</i>
Week 3		Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
		<i>Group 2 Distance</i>	<i>Group 2 Distance</i>	<i>Group 1 Distance</i>	<i>Group 1 Distance</i>
Week 4		Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
		<i>Group 2 Distance</i>	<i>Group 2 Distance</i>	<i>Group 1 Distance</i>	<i>Group 1 Distance</i>

Elementary Full Distance Learning Model

SCHOOL REOPENING AND A NEW LOOK FOR LEARNING IN 2020-21

All students are participating in distance learning, based on a 8:30-2:00 school day. Screen time limitations are not to exceed 1-2 hrs for grades K-2 and 3 hrs for grades 3-5 (RIDE Distance Learning Guidelines, p. 12). Distance learning plans will include activities that do not require technology, as well as short breaks for snacks, movement, lunch, and outdoor time. Monday is designated as a Virtual Support Day for all students, teachers and academic and social emotional support specialists to provide personalized individual and small group synchronous instruction (with the exception of professional development days, during which students engage in distance learning independently).

Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Support	Distance Learning	Distance Learning	Distance Learning	Distance Learning

MIDDLE SCHOOL SCHEDULE**Middle School Full In-Person Model (Hybrid model will be used)**

The Full In-Person model will not be adopted for middle school due to space limitations and our inability to adequately meet social distancing requirements for the Full In-Person Model. We will address this by adopting a Partial In Person Model for grades 6-8 as described below.

Middle School Daily Schedule

Gr 6	Gr 7	Gr 8
8:30-8:45 Morning Meeting	8:30-8:45 Morning Meeting	8:30-8:45 Morning Meeting
8:50-9:45 Block 1	8:50-9:45 Block 1	8:50-9:35 Co Curricular
9:50-10:45 Block 2	9:50-10:45 Block 2	9:40-10:25 Co Curricular
10:50-11:35 Co Curricular	10:50-11:45 Block 3	10:30-11:00 Block 1 (split) 11:05-11:35 Lunch 11:35-12:00 Block 1 (split)
11:40-12:25 Co Curricular	11:50-12:20 Lunch	
12:30-1:00 Lunch	12:20-1:15 Block 4	12:05-1:00 Block 2
1:00-1:55 Block 3	1:20-2:05 Co Curricular	1:05-2:00 Block 3
2:00-3:00 Block 4	2:10-3:00 Co Curricular	2:00-3:00 Block 4

Middle School Partial In-Person Model (Hybrid Model)

SCHOOL REOPENING AND A NEW LOOK FOR LEARNING IN 2020-21

This Partial In-Person model is based on the following:

- Classes will be split into two groups, alphabetically, i.e., Group 1 A-L and Group 2 M-Z.
- Vulnerable student subgroups, may attend school in-person every day of the week.
- Students will receive 5 days of instruction per week (2-3 in person and 2-3 synchronously through Distance Learning).
- On Mondays, groups will alternate In person learning, with the exception of Professional Development Days. All students will participate in Distance Learning on these days.

Teachers of all grade levels will use Google Classroom as a learning platform, to post daily agendas or learning plans, assignments, and assessments. This platform will provide continuity in learning as students transition between in school, in person learning and Distance Learning at home.

Hybrid Middle School Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Group 1 In Person	Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
	Group 2 Distance	Group 2 Distance	Group 2 Distance	Group 1 Distance	Group 1 Distance
Week 2	Group 2 In Person	Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
	Group 1 Distance	Group 2 Distance	Group 2 Distance	Group 1 Distance	Group 1 Distance
Week 3	Group 1 In Person	Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
	Group 2 Distance	Group 2 Distance	Group 2 Distance	Group 1 Distance	Group 1 Distance
Week 4	Group 2 In Person	Group 1 In Person	Group 1 In Person	Group 2 In Person	Group 2 In Person
	Group 1 Distance	Group 2 Distance	Group 2 Distance	Group 1 Distance	Group 1 Distance

Middle School Limited In Person Model

This will be consistent with the high school model. 25% of students will be in school at one time, classes will be split into four groups, alphabetically, i.e., Group 1 A-F, Group 2 G-L, Group 3 M-R, Group 4 S-Z. Groups will rotate to attend 1-2 days per week, as shown below.

Vulnerable student subgroups, may attend school in-person every day of the week. Students not in school participate in distance learning through synchronous instruction.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Group 1	Group 2	Group 3	Group 4	Group 1
Week 2	Group 2	Group 3	Group 4	Group 1	Group 2
Week 3	Group 3	Group 4	Group 1	Group 2	Group 3
Week 4	Group 4	Group 1	Group 2	Group 3	Group 4

Middle School Full Distance Learning Model

SCHOOL REOPENING AND A NEW LOOK FOR LEARNING IN 2020-21

All students are participating in distance learning, based on a 8:30-2:00 school day. Screen time limitations are not to exceed 4 hrs. (RIDE Distance Learning Guidelines, p. 15). Distance learning plans will include activities that do not require technology, as well as short breaks for snacks, movement, lunch, and outdoor time. Monday is designated as a Virtual Support Day for all students, teachers and academic and social emotional support specialists to provide personalized individual and small group synchronous instruction (with the exception of professional development days, during which students engage in distance learning independently).

Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Support	Distance Learning	Distance Learning	Distance Learning	Distance Learning

HIGH SCHOOL SCHEDULE

Revised 9/30/20

MHHS Partial Hybrid Model: 50% of students in the building

With *IN PERSON* learning, Mt. Hope will implement the Hybrid Model: maximum of 50% of students in the building at one time. This model also includes those students who have opted for *Full Distance Learning*.

HYBRID IN PERSON LEARNING STUDENT GROUPINGS AND DAYS:

Hybrid students in **group 1 (A-K)** will be in school on **Tuesdays and Wednesdays** and will participate in their classes via distance learning on Thursdays and Fridays.

Hybrid students in **group 2 (L-Z)** will do the opposite: In person learning on **Thursdays and Fridays** and distance learning on Tuesdays and Wednesdays.

MONDAY Virtual Support Day: All students will be distance learning. [Click here for more info on Virtual Mondays](#)

Students in **Full Distance Learning** will participate in their classes virtually EVERY DAY

***NOTE-** ALL students who are learning from home (both full distance and hybrid) are expected to follow the schedule and attend the Google Hangout and/or complete the activity assigned (as directed by the teachers) at the time their class is scheduled to meet.

A sample schedule for October and November is provided below.

SCHOOL REOPENING AND A NEW LOOK FOR LEARNING IN 2020-21

October 2020				
Mon	Tues	Wed	Thurs	Fri
5 Virtual Support Monday	6 F-Day A-K in person L-Z Distance	7 G-Day A-K in person L-Z Distance	8 A-Day L-Z in person A-K Distance	9 B-Day L-Z in person A-K Distance
12 No School	13 C-Day A-K in person L-Z Distance	14 D-Day (SAT Digital Day)	15*** E-Day A-K in person L-Z Distance	16 F-Day L-Z in person A-K Distance
19 (Teacher PD) Distance Learning Day	20 G-Day A-K in person L-Z Distance	21 A-Day A-K in person L-Z Distance	22 B-Day L-Z in person A-K Distance	23 C-Day L-Z in person A-K Distance
26 Virtual Support Monday	27 D-Day A-K in person L-Z Distance	28 E-Day A-K in person L-Z Distance	29 F-Day L-Z in person A-K Distance	30 G-Day L-Z in person A-K Distance

*** Switch Groups who are In Person to make up for the lost In Person Day on 10/14***

November 2020				
Mon	Tues	Wed	Thurs	Fri
2 Virtual Support Monday	3 No School	4 A-Day A-K in person L-Z Distance	5 B-Day L-Z in person A-K Distance	6 C-Day L-Z in person A-K Distance
9 Virtual Support Monday	10 D-Day A-K in person L-Z Distance	11 No School	12 E-Day L-Z in person A-K Distance	13 F-Day L-Z in person A-K Distance END OF QUARTER 1

HYBRID MODEL: Tuesday-Friday Period Rotation

A-Day	B-Day	C-Day	D-Day	E-Day	F-Day	G-Day
1	3	4	7	7	5	6
2	4	1	3	2	1	5
3	1	2	4	3	2	4
5	7	6	2	1	4	3
7	6	5	6	5	6	7
4,6	2,5	3,7	1,5	4,6	3,7	1,2

HYBRID MODEL: Virtual Support Monday Schedule

Time	Virtual Support Hangouts
7:45-8:25	Period 1
8:35-9:10	Advisory
9:20-10:00	Period 2
10:10-10:50	Period 3
11:00-11:40	Period 4
11:40-12:10	LUNCH
12:10-12:50	Period 5
1:00-1:40	Period 6
1:50-2:25	Period 7

**Appendix B
COZ Childcare Guidelines**

Cleaning and Sanitizing Protocols

Cleaning

- Staff will wear gloves when cleaning
- Surfaces will be cleaned with soap and water(detergent), then using disinfectant (or will use H2 orange as both a cleaner and disinfectant)
- We will continue to follow routine cleaning, sanitizing, and disinfecting guidelines for surfaces and objects that are frequently touched, especially toys, games. Doorknobs, light switches, sink handles, countertops, toilets, desks/tables, and chairs.
- Schedules will be posted for cleaning- staff will initial when cleaned

Classroom cleaning:

- All classroom toys and surfaces will be cleaned at the end of every day
- Tables will be cleaned before and after breakfast/snacks/lunch
- Classroom floors will be washed each night
- A schedule will be placed in each classroom and initialed after each cleaning

Food prep area:

- Will be cleaned before and after use

Cleaning and disinfecting bedding:

- Childrens bedding will be kept separately, stored in individually labeled bins, cubbies, or lockers.
- Mats will be labeled for each child. Bedding (blankets, stuffed animals) will be sent home to be cleaned by families once a week. Mats will be cleaned each week.

Cleaning and disinfecting building if someone is sick

- Close off areas used by the person who is sick.
- Open outside doors and windows to increase air circulation in the area.
- Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.

Cleaning and disinfecting outdoor areas

- Outdoor areas, like playgrounds will require normal routine cleaning, but do not require disinfection.
- High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- A schedule will be set for cleaning after use of each group uses the playground.

Gross motor play groups

Play Areas

- Red playground

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- Blue playground
- Field
- Backtop
- Outside space next to cafeteria
- Courtyard Garden

A rotation schedule will be set up so that no 2 groups will be in the same space at the same time:

Recess at 10:15-10:40 (group 1,2 and 3)
Recess at 10:45-11:10 (group 4,5, and 6)
Recess at 12:00-12:30 (group 1,2, and 3)
Recess at 12:45-1:15 (group 4,5 and 6)
3:15-4:15 (groups 1,2 and 3)
4:30-5:30 (groups 4,5 and 6)

- Each stable group will have their own play equipment that they bring outside (hula hoops, balls, jump ropes, etc)
- Only one stable group on the same play space at the same time. A schedule will be set for each day.
- Red and blue playground will be cleaned with disinfectant after each group. A cleaning schedule will be posted and custodians must check off after each cleaning.
- Walkie talkies will be used to let groups know when they may enter/exit building so there is no crowding in hallways.
- Staff will take a backpack whenever they exit the building with their group. Backpack will include first aid supplies, tissue and hand sanitizer.

Gym use- one stable group at a time will use the gym on rainy or very hot days.

Schedule:

9:00-9:30 - group 1
9:45-10:15- group 2
10:30-11:00- group 3
11:15-11:45- group 4
12:00-12:30- group 5
12:45- 1:15- group 6

- Each group will bring their own equipment to the gym
- No equipment will be shared
- All door handles and any high touch surfaces will be cleaned in between each group leaving the gym by COZ staff.
- If there is any equipment to be shared it will be cleaned after each group uses that piece of equipment, following cleaning procedures

Garden Use

Once a week each group of 10 will visit the courtyard garden. Students will use hand sanitizer before and after they enter the garden. Door knobs will be cleaned after each use.

Water Play

If a group is using a sprinkler, baby pool, waterslide or slip and slide- students will wash hands before and after they do water play.

Hand Washing

All staff and children will sanitize/wash their hands

- after they enter the building
- before and after any snacks, meals, or preparing of food
- after using the bathroom
- before and after going outside for play
- before and after administering any medications or bandaids
- After coming into contact with any bodily fluids
- After handling garbage

Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Supervise children when they use hand sanitizer to prevent ingestion.

Place posters describing handwashing steps near all sinks. Developmentally appropriate posters in multiple languages are available from CDC.

Child Illness Policy

Child's temperature will be taken at drop off every day

Children should not come to COZ if they are experiencing any of the following symptoms:

- Fever of 100.4 degrees or more
- Cough
- Shortness of breath/difficulty breathing
- Body aches/chills
- Sore/red throat
- Runny nose
- Diarrhea
- Vomiting
- Headache
- Fatigue
- Recent loss of taste/smell

The parents(or designee) will be required to pick their child up if any of those symptoms are exhibited. Child will be isolated until picked up (with a staff member)

At drop off every day, the COVID-19 Screening will also be administered. If you answer yes to having any of the following symptoms in the past 3 days:

- fever of 100 degrees or more
- cough
- shortness of breath
- difficulty breathing
- body aches
- chills
- runny or stuffy nose
- sore throat
- diarrhea

You will be excluded from the facility until you are symptom free for 72 hours

If you answer yes to any of the following questions:

In the last 14 days:

- if anyone in your household has been diagnosed with COVID-19

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- you have been told to quarantine by any public health authority
- have been in close contact (less than 6 feet) with someone who has tested positive for COVID-19
- have traveled anywhere outside of the 50 United States or on a cruise
- traveled anywhere in the US by commercial airlines

Then you will be excluded from the facility and should self quarantine until 14 days have passed since the time of potential exposure/travel.

Drop off/pick up plan

Drop off:

- Student drop off will be between 7:00-9:00am
- Table will be set up outside for curbside drop off
- Parent and child will wait on designated spot for screening/sign in
- Next parent waiting to drop off will wait on designated spot
- Parents must wait in their car until the designated spot is open
- One Staff member will complete COVID- 19 screening with parent and sign the child in
- Staff member will take child's temperature and assess for signs of illness
- Once child passes screening and temperature check, they will wait on designated spot to enter the building
- A staff 'runner' will have child enter the building, child will sanitize their hands, and then be escorted to the classroom
- * In case of rain- sign in table will be set up just inside the door- parent will do drop off procedures in vestibule
- All staff members will be wearing PPE (masks and gloves (if doing temperature check))

Pick up

- If possible, the parent will call ahead to pick up their child.
- Staff member will call down to room and have child prepare for pick up
- Table will be set up outside for parent to sign child out
- One staff member will be set up outside at sign out table
- A runner will bring child to the pick up location
- *In case of rain- sign out table will be set up just inside the door- parent will do pick up procedures in vestibule
- All staff will be wearing PPE (masks)

Appendix C

Communication to Students, Families & Community Members, July 16, 2020

Dear BWRSD parents and guardians,

For the past several weeks, a [team of over sixty \(60\) teachers, support staff, school leaders, students, and parents](#) have met to develop our plan for school reopening that will be submitted to RIDE for review and feedback. This plan is based on current guidance and information. We will continue to monitor and update our plan as new guidance becomes available.

Our plan is focused first and foremost on the health, safety, and wellbeing of students and staff, as well as continuing to provide high quality educational experiences. We are asking families to determine if they will participate in distance learning for the first trimester at the elementary level or quarter for middle and high school students. Families are also requested to determine if they want to utilize school transportation as space is limited. We will keep you informed as we receive more information.

Sincerely Yours,

Jonathan Brice, Ed.D.
Superintendent of Schools
Bristol Warren Regional School District

Today's update also has information about the following topics:

- 1. Reopening Plan Synopsis**
- 2. Transportation Registration Form**
- 3. Distance Learning Request Form**

1. Reopening Plan Synopsis

A team of more than fifty (50) teachers, support staff, and administrators have developed a comprehensive reopening plan that is focused on the health and safety of students and staff, identification of options for families, ensuring a strong academic program, and addressing budgetary, staffing, and policy concerns. [Here is a synopsis of the plan](#) we will be submitting to RIDE by the close of business tomorrow. Once we receive feedback, we will publish the entire plan and create work groups to discuss implementation.

2. Transportation Registration Form

Please complete this [Transportation Registration Form](#) for the 2020-2021 school year.

Transportation Registration 7/16/20
Bristol Warren Regional School District
2020-2021 Transportation Registration

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Please complete this form for ALL children in your family who will need transportation for the 2020-2021 school year.

We are asking that families only request bus service if it is essential and they do not have other means of transportation, such as driving their child to school, car pooling, or their student safely walking or biking to school.

Due to the guidance and the limited capacity issues, only students who need transportation to and from school should register and will be assigned to a bus. At this time, due to reduced bus capacity, each bus route will only be able to accommodate 21 to 24 students. Therefore, it is imperative that all students who need transportation register to ensure proper routing. Due to the guidance and the limited capacity issues, only students who need transportation to and from school should register and will be assigned to a bus.

****NOTE**** Per the Center for Disease Control (CDC), the Rhode Island Department of Education (RIDE), and the Rhode Island Department of Health (RIDOH) all students riding the bus will be required to wear masks.

Please complete this registration form by Friday, July 24, 2020 so we are able to work with First Student to schedule routes and ensure we have appropriate staffing.

3. Distance Learning Request Form

Please complete this [Distance Learning Request Form](#) for the 2020-2021 school year.

Distance Learning Request Form
Bristol Warren Regional School District 7/16/20
2020-2021 Distance Learning Request
Form

As you are aware, we are working on creating our plan for reopening on August 31, 2020. In preparation for the full in-person model, we understand that there are families who are uncomfortable with having their student(s) return to in-person learning for health and other reasons. In order to accommodate our families and recognize this concern, we are offering a distance learning option.

**** NOTE**** Families that opt for a distance learning option will be doing so for a full semester. Please complete this form for ALL children in your family who will require distance learning for the 2020-2021 school year.

Please complete this registration form by Friday, July 24, 2020 so we are able to plan for appropriate staffing.

Appendix D Communication to Staff

BWRSD STAFF UPDATE -- July 16, 2020

For the past several weeks, a team of over sixty (60) teachers, support staff, school leaders, students, and parents have met to develop our plan for school reopening that will be submitted to RIDE for review and feedback. This plan is based on current guidance and information. We will continue to monitor and update our plan as new guidance becomes available.

Our plan is focused first and foremost on the health, safety, and wellbeing of students and staff, as well as continuing to provide high quality educational experiences. We are asking families to determine if they will participate in distance learning for the first trimester at the elementary level or quarter for middle and high school students. Class size, student and teacher schedules, transportation participation, and staff schedules will all be impacted by the results of staff and parent surveys. We will keep you informed as we receive more information.

This staff update includes information on the following

1. Classroom Organization
2. Health and Safety Measures
3. Synchronous Teaching using Document Cameras
4. Reopening Plan Synopsis
5. Return to Work Survey

1. Classroom Organization

As part of our reopening plan there are several changes to the organization of classrooms that you should be aware of:

- It may be necessary to change some room assignments to allow us to minimize the movement of students within schools and meet the space requirements for social distancing. Your principal will contact you if your room assignment is going to be changed.
- Due to space limitations, we are asking all teachers to prioritize the furniture and instructional materials they would like in their classrooms. Current guidance strongly discourages the sharing of books, textbooks, and other porous materials that cannot be sanitized. Classroom libraries and shared material carts should not be accessible to students. Custodians will work with you to determine if book shelves and other shared materials should be covered with plastic or put into storage for this year.
- Classrooms will be sanitized each day, however, soft surfaces, such as rugs, upholstered furniture, and beanbag chairs cannot be easily cleaned. Rugs will be removed from classrooms and we are asking all teachers to remove personal furniture, books, etc. Principals will provide available dates for teachers to collect their personal items.

2. Health and Safety Measures

Numerous measures will be put in place to ensure the health, safety, and wellbeing of all BWRSD staff and students. Here is a preliminary list of what you should expect:

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- Each school will have additional custodial coverage for routine cleaning and sanitization.
- Sanitization equipment, cleaning supplies, sanitizing wipes/spray, and disposable face masks have been ordered for each school.
- All classrooms will be sanitized on a daily basis.
- Common areas, hallways, bathrooms, and high touch surfaces, such as doorknobs and railings will be cleaned every hour.
- All students and staff must complete a COVID-19 screening form before coming to school.
- Everyone must wear a face mask or covering when entering the building, walking in the hallways, or in any space where social distancing of up to six (6) feet cannot be maintained.
- All safety measures and protocols used by BWRSD are in accordance with the RI Department of Health and RI Department of Education guidelines. These measures will be adjusted as necessary for compliance with state guidelines. A full copy of our Reopening Plan will be shared with staff once it has been reviewed by the RIDE.

3. Synchronous Teaching using Document Cameras

PK-12 instruction will adapt throughout the school year from in person, to partial or limited in person, to distance learning. At times, this will involve a teacher having some of their class participating in a lesson in person and some at home participating through synchronous teaching. Google Meet will be used to include students at home during lessons, and a document camera will be used to capture portions of the lesson, such as writing on a whiteboard or modeling the annotation or highlighting of a document. The document camera can also be used to show activities occurring in the classroom, in Google Meets, and allow students to interact with each other virtually. Here is an example of what this might look like in your classroom.

4. Reopening Plan Synopsis

A team of more than fifty (50) teachers, support staff, and administrators have developed a comprehensive reopening plan that is focused on the health and safety of students and staff, identification of options for families, ensuring a strong academic program, and addressing budgetary, staffing, and policy concerns. Here is a synopsis of the plan we will be submitting to RIDE by the close of business tomorrow. Once we receive feedback, we will publish the entire plan and create work groups to discuss implementation.

5. Return to Work Survey

Part of our reopening plan is to assess the needs of staff. Please complete this survey to indicate your intention to return to work and allow us to identify those staff members with an underlying health concern or a family member with such concerns. The information will only be received and reviewed by Tina Fogell, Chief Operating Officer, and will remain confidential. Tina will reach out to those employees on an individual basis to gather the necessary information and documentation. Any questions, please feel free to contact Tina at tina.fogell@bwrzd.org or (401) 527-6764.

We hope you are enjoying this beautiful weather and have had some time to relax and recharge. We will continue to provide updates as they come available

Return to Work Survey

As you are aware, we are working on creating our plan for reopening on August 31, 2020. In preparation for the full in-person model, we understand that there are staff members with underlying health concerns or family members with such issues. While we are still waiting for guidance or regulations regarding what constitutes a leave under the current health circumstances, in order to plan for instruction for the 2020-2021 school year, we are asking staff to provide some preliminary information.

**** NOTE**** ALL information shared will only be viewed by Tina Fogell, the Chief Operating Officer. If you have indicated that you or someone you live with has an underlying health condition, I will reach out to you individually to gather the necessary information and documentation.

Please complete this registration form by Friday, July 24, 2020 so we are able to plan for appropriate staffing.

Appendix E

Teacher Focus Group Results [June 11, 2020](#)

BWRSD Distance Learning Teacher Focus Group Feedback Completed June 11, 2020 with 21 teachers in a virtual meet and 2 responding via email

Q: What ways did you most successfully engage and interact with your students?

Elementary

- Kindergarten used Seesaw to assign activities to our students. We also used Zoom to conduct our in person lessons/activities.
- Quizzes, games, scavenger hunts, kahoot challenges
- Rewards coupon spinner
- Hide things in videos (ex. Secret emoji)
- Celebrations in live meeting
- Giving students some time to talk and socialize with each other
- Using Peardeck for interactive work, especially in grade 5 math.
- Having kids explain answers to each other
- Sharing ideas with friends, ex. Storytelling in FlipGrid
- (K)I used Zoom to do small group instruction. My TA and I would send an invite on Seesaw and then the kids would join us on Zoom.
- Making small groups / breakout rooms

Secondary

- Google Meets were the most successful.
- Start live class with intro question, break things down into smaller pieces, and debrief together at the end.
- Some kids did refuse to turn on the webcam and mic.
- Some are uncomfortable on the video, but were very active on the live chat.
- Peardeck helped.
- We found that kids were doing work at all times of the day.
- 6th graders were more receptive to live meetings than 8th graders. Participation credit given in grade 6
- Well, I engage them by being entertaining, but I used Google Meets for that too.

Q: What strategies did you use to engage with families?

- (K)I had constant communication with my families through weekly Smore newsletters and messages through Seesaw. The nice thing about Seesaw was the ability to talk with families instantly through the message component.
- Daily SeeSaw announcements
- Students interviewing family members as part of assignments
- Families send in pictures and videos of them rooting for their children.
- Let families know that we are all in this together.
- Clear and consistent communication
- Emailed some assignments directly to families via google Classroom.
- Post on class Padlet
- Bitmojis, a mini Mrs. Cronan went home with students! Then students send in pics
- (KMS) I only used email to contact families, for the most part. I made a few calls, but I sent emails to parents that often included materials so that parents could help their children if they needed it.

Q: What were some of your go-to assessment practices? What were your greatest challenges related to assessment and feedback?

- (K) continued to use ESGI testing to monitor my students' growth. I also assigned activities that would assess where they were. The greatest challenge I encountered was not knowing whether the students completed activities independently when they were assigned to be completed on a computer. I was able to give instant feedback on Seesaw.
- (MS) The biggest challenge was due to the fact that they were at home and had contact with each other and the internet. It made things like grammar or punctuation tests very challenging. I just started making many tests that I assigned strategically, making sure all friends had different tests. I already have different tests for each of my classes, but now I had to make twice as many (up to 8 tests) Essays and constructed responses were also my go to's, but plagiarism was also a big challenge.

Q: Technology Challenges? What digital content was the highest quality and most effective? What type of digital content was lacking? What digital tools were most effective in distance learning?**Elementary**

- (K) The biggest challengers were Internet access for families and access to technology for students to be able to complete work.
- Chromebooks were slow and kept freezing up.
- YouTube filtering was a big hurdle
- Clever still seen by some teachers as a roadblock to simpler workflows.
- Some thought communication from tech departments was not always adequate.
- -SeeSaw overwhelming good, but the platform could use more structure. Also needs an easier way to grade.
- More access to digital books (novels) needed.
- Epic is good and you can create collections. But there are no novels.
- (K) There were Seesaw activities readily available. It was difficult to find activities that aligned with our curriculum, like foundations. We had to create them ourselves.
- (K) Seesaw was the tool I used most effectively. Zoom was a challenge in the beginning. I got the hang of it.

Secondary

- Just the Chromebook lagging or not recording during Meets, but I found that a restart before I began a meet usually helped.
 - I started using Screencastify, but I eventually quit using it, and just shared my screen and used my presentations in recorded Meets that I'd share in Google Classroom. Bouncing around with different technologies just started confusing students and parents.
 - Smart Music was great, but trial ends. We should look into purchasing for the district (Secondary)
 - eBooks and audiobooks needed for KMS. Overdrive account?
 - Add more software into clever for single sign on when possible.
 - Kami worked well, premium features were key
 - Kami especially good for math.
 - Equatio helpful for math writing and syntax
 - iReady PDFs could convert to Google Docs. See if iReady can create Google Doc versions, don't see why that would be much of a lift for them. We are paying them a lot of money...
 - I avoided jumping into a lot of new tech since it seemed that so many were bombarding

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students with it. I found that every new thing I tried confused some students, and I didn't really need it. They're pretty confident with the Google apps, so I stuck with what I knew they knew. For me, adding anything else would have been tech for tech's sake, not to enhance my teaching.

Q: How much screen time do you think your students were required to have for your class? Do you think it was too much? Too little? Not sure?

Elementary

- (K) My students probably spent 1-2 hours screen time including a 30 minute meeting every morning. I think that's plenty of time for that age group.
- Need to build in activity and movement breaks for them to do at home.
- Started with way too much screentime. Ended at about 2-2.5 hours a day.
- Need to clarify staff expectations around screentime, many were just guessing on appropriate amount.
- We need to focus less on live meeting with the whole group and more on self-paced activities.
- Virtual support days were very helpful to students and families.

Secondary

- (MS) When I was teaching 2 classes a week, I'd say that with Meets and homework, they'd need to spend between 3-5 hours a week on a screen.
- Virtual support days were very helpful for many students to catch up.
- Admin must clarify preferential screen time amount.

Q: What technology skill gaps were most evident among your students during distance learning?

Elementary

- (K) My students had a hard time "writing" on the computer to complete activities. Their general lack of knowledge on how to use computers because they're so young. I can't imagine beginning kindergarten using distance learning. My students had used Seesaw throughout the beginning of the school year so they were familiar with it.
- How to check email
- Typing skills
- How to reply to email and comments
- How to turn off notifications
- Parents in elementary need help with aspen
- Library media specialist can take the lead on the tech skill training (via courtney)
- Clicking the Turn In button in Google Classroom
- Checking the assignments sections in Classroom
- Student need helps managing their files in Drive

Secondary

- Typing skills - General lack of knowledge in how to use se G Suite
- Look into applied digital skills lessons?

We also need to ramp up teacher tech competencies with G Suite, and for some even with typing skills.

Many teachers also need some help with the more advanced features of Aspen.

Q: If you could do it all over again (distance learning), what would you have done differently? (ex. What would you have brought home from the classroom?)

(K) I would have brought home more books to read to the kids. It is hard to replicate a classroom environment from home! ***Something I found to be very difficult with this age group is that parents had to do most of the work with their kids.(some even did it for them) Some parents were working from home and had to juggle their job and being a teacher. Distance learning in K required a lot of parent involvement!!!

- Make sure books, workbooks and other physical materials are available for students to take home.
- Sending home reading books would also reduce screen time.
- Teachers should have a doc cam at home.
- Take home more science equipment

Secondary

- (MS) I think I would have skipped adding the new tech that I tried. It seemed like there was a big push to try new tech, but my students and I really already had the tools we needed to access my curriculum. For at least two years I post my lessons on Google Classroom so that absent students don't fall behind. I feel like even though I was well prepared, I suddenly felt like I needed to add 8 new ways of doing things. I think it created stress for me and my students.
 - Send home more music equipment, novels, science equipment, etc.
 - Think about how to handle parents that are anti any kind of technology use.

Appendix F
BWRSD Family Distance Learning Survey

BWRSD Family Survey Results & Feedback:

- [BWRSD Family Survey Questions](#)
- Survey Responses:
 - BWRSD Family Survey was sent out to 3,558 family contacts
 - Received 719 unique family/guardian responses that represents 1012 students, approximately 30% of our district’s student population.

Student population represented in the answers from both surveys:		
Elementary	497	49.10%
Middle School	263	26%
High School	252	24.90%
	1012	100%

- BWRSD Families were asked what they found to be the most engaging activities for students during distance learning.
 - The types of distance learning and instruction the BWRSD utilizes can be identified in two main categories
 - -Real-time live instruction that can be conducted through a variety of modalities. (ie. video chats, collaborative documents, discussion questions/answer sessions, assessments, etc.) Synchronous Instruction
 - Flexible learning platforms that are not live, but instead conducted over a set period of time. (ie. self-paced, recorded lessons, assignments with uploaded videos, assigned readings, activities, etc.) Asynchronous Instruction
 - 51.7% of families that took the survey found that Real-Time Instruction was most engaging for their students.
 - 37.2% of families that took the survey found that Flexible Learning Platforms was most engaging for their students.
 - 6.7% of families that took the survey found that a combination of both types of instruction were most engaging for their students.
 - 4.4% of families that took the survey found that neither type of instruction was engaging for their students.
- BWRSD Families were asked if they felt they had adequate communication from their child’s school during distance learning this year.
 - 88% of elementary school families that took the survey felt that they had adequate communication from their child’s school during distance learning
 - 80% of middle school families that took the survey felt that they had adequate communication from the school during distance learning

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- of high school families that took the survey felt that they had adequate communication from the school during distance learning
- Google Classroom, Google Meets/Hangouts and Seesaw were the preferred platforms for students from the parents/families point of view; some parents of children in different grades would like to see standardization of the distance learning platforms used within the district.
- Families were asked if BWRSD has enough resources (people, places, things) to help engage students in their learning during distance learning.
 - 14.8% of families that took the survey strongly agreed.
 - 42.4% of families that took the survey agreed.
 - 27.5% of families that took the survey were neutral.
 - 12.1% of families that took the survey disagreed.
 - 3.2% of families that took the survey strongly disagreed.
- Families were asked about their comfort level in having their student(s) return to a Full In-School Model as of August 31, 2020, based on current conditions and guidance in RI.
 - 24.8% of families that took the survey felt very comfortable.
 - 23.4% of families that took the survey felt comfortable.
 - 14.2% of families that took the survey were neutral.
 - 20.4% of families that took the survey felt uncomfortable.
 - 17.1% of families that took the survey felt very uncomfortable.
- Families were asked about their comfort level in having their student(s) return to a Partial In-School Model as of August 31, 2020, based on current conditions and guidance in RI.
 - 8.2% of families that took the survey felt very comfortable.
 - 30% of families that took the survey felt comfortable.
 - 30.6% of families that took the survey were neutral.
 - 20.7% of families that took the survey felt uncomfortable.
 - 10.6% of families that took the survey felt very uncomfortable.
- Families were asked about their comfort level in having their student(s) return to a Limited In-School Model as of August 31, 2020, based on current conditions and guidance in RI.
 - 4.4% of families that took the survey felt very comfortable.
 - 24.1% of families that took the survey felt comfortable.
 - 24.4% of families that took the survey were neutral.
 - 29% of families that took the survey felt uncomfortable.
 - 18.2% of families that took the survey felt very uncomfortable.
- Families were asked about their comfort level in having their student(s) return to a Full Distance Learning Model as of August 31, 2020, based on current conditions and guidance in RI.
 - 13.2% of families that took the survey felt very comfortable.
 - 15.9% of families that took the survey felt comfortable.

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- 12% of families that took the survey were neutral.
- 21.3% of families that took the survey felt uncomfortable.
- 37.7% of families that took the survey felt very uncomfortable.

- The top concerns that the families that responded to the survey had with their student(s) returning to in person learning are listed below:
 - Health Concerns (20%)
 - Assistance with Academic Learning (18%)
 - Assistance with Social and Emotional Needs (15%)
 - Increased Communications with Teachers and Staff (12%)
 - Aligning of sibling schedules (10%)
 - Other concerns mentioned:
 - Mask wearing
 - cleaning of the buildings,
 - social-emotional support for students
 - concerns about students that receive services

- Families were asked about their need for transportation for their student(s) to/from school during the 2020/2021 school year as the district needed this information to gauge how many students will need bus transportation as state guidelines to reduce the number of students traveling on a bus at one time are followed.
 - 39% of families that responded to the survey replied “Yes” to needing transportation to/from school for their student(s)
 - 41.5% of families that responded to the survey replied “No” to needing transportation to/from school for their student(s)
 - 19.5% of families that responded to the survey replied “Unsure at this time” to needing transportation to/from school for their student(s).

Appendix G: BWRSD Staff Distance Learning Survey Results
[Staff Reopening Survey Link](#)

Appendix H

Community Based Support Services

Compiled by BWRSD Crisis Team Members, updated May 2020

Emergency Services

Kids Link RI (855) 543-5465 a 24 hr hotline for children in emotional crisis

<http://www.lifespan.org/centers-services/kids-link-ri>

BH (Behavioral Health) Link 414- LINK or 414-5465 a 24 hr hotline for 18yrs+ in emotional crisis

<https://www.bhlink.org/>

Rhode Island Hospital/Hasbro Children's Hospital 401-444-4000

Crisis Text Line - Text SCHOOL to 741741 - <https://www.crisistextline.org/>

The Samaritans (800) 365-4044 <http://www.samaritansri.org/>

National Suicide Prevention Lifeline (800) 799-4889 <https://suicidepreventionlifeline.org/>

SAMHSA's (Substance Abuse and Mental Health Services Administration)

National Helpline (800) 487-4889 <https://www.samhsa.gov/find-help/national-helpline>

24/7 Hope & Recovery Hotline (401) 942-7867 (STOP)

<https://www.sumhlc.org/resources/opioid-overdose-hope-and-recovery-line/>

Rhode Island Coalition Against Domestic Violence (RICADV) Hotline: (24 hr hotline) 1-800-494-8100

or 24/7 live chat at <http://www.ricadv.org>

Domestic Violence Resource Center Hotline: (866)782-3990, 800-494-8100 <http://www.ricadv.org/en/>

Agency-Based Outpatient Counselling Services

Anchor Counseling Center, East Providence, RI (401) 475-9979 <http://www.anchorcounselingcenter.com/>

Bradley Hospital (401) 432-1000 <http://www.bradleyhospital.org/>

Butler Hospital (844) 401-0111 <http://www.butler.org/>

Bristol County Medical Center (401) 253-8900 <http://www.medassociatesofri.com/bristol-services/walk-in-center>

CEDARR Family Centers

1. About Families 203 Concord Street, Suite 335 Pawtucket, RI 02860 Tel. (401) 365-6855
2. Families First 765 Allens Ave., 1st floor Providence, RI 02905 Tel. (401) 444-7703
3. Empowered Families CEDARR 1471 Elmwood Ave. Cranston, RI 02910 Tel. (401) 383-3669. (888) 881-6380
4. Solutions CEDARR 134 Thurbers Avenue Suite 102 Providence, RI 02905 Tel. (401) 461-4351, (800) 640-7283

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Child & Family Services, Providence, RI (401) 781-3669, Middletown, RI (401) 849-2300

Children in Balance Psychological Associates, 575 East Main Road, Wyatt Square Plaza Middletown, R.I. 02842
Tel. 401-924-3924 <https://www.cibalance.com/>

Compass Rose Psychiatry, LLC, 107 Clock Tower Square, Portsmouth (401) 293-5930

East Bay Center (401) 246-0700 Adams Farley Counseling Center, Riverside, RI (401) 431-9870
<https://www.ebcap.org/center/east-bay-center-adams-farley-counseling-center/>

East Bay Community Action 100 Bullocks Point Ave, Riverside, RI 02915 (401) 437-1000

[BW District resource Sara Braganca (401)256.6048 for direct linkage to needed service]

1. Heating and Energy Office at (401) 437-5102
2. East Bay Family Health Care-East Providence RI (401) 437-1008
3. East Bay Family Health Care -Newport (401) 848-2160
4. EBCAP Dental Center Newport, RI 401-845-0564
5. East Bay Coalition for the Homeless East Providence, RI (401) 437-5104
6. Healthsource RI Navigator - Sara Braganca - (401)256.6048
7. SNAP - Either Sara Braganca or the Riverside site ext 116
8. Victims Of Crime Advocacy (VOCA) - Refer to Sara to get direct link to VOCA Advocate
9. Safety Net Services (Rental Assistance, SNAP, Health Insurance, SNAP, Heating Assistance, Housing) - Riverside (401)437-1000 ext 127, Newport (401)847.7821 ext 212

Day One 100 Medway Street Providence RI 02906 (401)-421-4100

Delta Consultants Outpatient Therapy and Neuropsychological Evals 2 Regency Plaza Suite 12 Providence, R. I. 02903 Tel. 421-1405

Family Service of Rhode Island Providence, RI 401-519-2280

Feil and Oppenheimer Psychological, 260 Waseca Ave, Barrington, RI (401) 245-4040
<http://www.feiloppenheimer.com/>

Fellowship Health Resources Inc. (401) 383-4885 <https://www.fhr.net/our-services/rhode-island>

Gateway Healthcare, Providence, RI: 401) 553-1031, Cranston, RI: (401) 490-7320, Pawtucket, RI: (401) 365-6103, Johnston, RI: (401) 273-8100

Gershon Psychological Associates, 1 Richmond Square, Providence; 400 Baldhill Rd. Warwick 401-349-3131

Karen Gieseke PhD & Associates (Outpatient Therapy, Neuropsychological Evals)
18 Gooding Avenue Bristol, R.I. 02809 Tel. 842-0009

Kindred Connections, 166 Bayspring Ave Barrington, RI (401) 226-7153

The Lifespan Department of Psychiatry and Behavioral Health offers telephone and video telehealth sessions to serve the community. Call (401) 606-0606. Current hours for the Access Center are Monday-Friday 8 am-8 pm

The Groden Network, 610 Manton Avenue Providence, RI 02909 401-274-6310, ext. 1125

NAMI (National Alliance on Mental Illness) (800) 950-6264 <https://www.nami.org/>

Newport Mental Health (401) 846-1213 <https://www.newportmentalhealth.org/>

North American Family Institute (NAFI) Warwick, RI (401) 738-3856 <https://www.nafiri.org/>

The Providence Center (401) 274-7111 <https://providencecenter.org/>

The Providence Center - Child and Family Services Providence, RI (401) 276-4020

Portsmouth Counseling Center, Portsmouth, RI (401) 683-7460 <http://portsmouthcounselingcenter.org/clinicians.php>

Rhode Island Cognitive Behavioral Therapy (RICBT) East Providence and Barrington, RI (401) 294-0451
<https://ricbt.com/groups/>

Swansea Center for Psychotherapy, 25 Market St # 14, Swansea, MA 02777, (508) 379-0150
<http://www.swanseapsychotherapy.com/>

Thrive Behavioral Health (401) 783-4300 <https://www.thrivebhri.org/>

Vallee Associates in Psychology Outpatient Art Therapy 970 Hope St. Bristol, R.I. 02809 Tel. 253-0002
<http://www.valleeassociatesinpsychology.com/>

Counselors

Joseph Berryhill, PhD and Kristie Puster, PhD, Outpatient Therapy and Neuropsychological Evals 1445 Wampanoag Trail #106 Riverside, R.I. 02915 Tel. 903-2413

Courtney Frye Canario, LICSW, 170 Bradford Street Bristol, RI (401) 487-6214

Carrie Sandman, LMHC 970 Hope St, Bristol, RI (401) 253-0002

Fatima Devine, 30 Bradford Street, Bristol RI (401) 254-2131

Kevin Fagan 170 Bradford Street, Bristol RI (401) 406- 2027

Jessica Manning Portsmouth RI (401) 935-9041

Jennifer Newkirk PhD-specialty in Pediatric Anxiety Outpatient Therapy and Neuropsychological Evals, 1445 Wampanoag Trail Riverside, R.I. Tel. 401-484-8289

Jonathan Smith, LICSW, Counseling and Consulting Center, 1087 Warwick Ave
Warwick, Rhode Island 02888 (401) 753-3683

Substance Disorder/Recovery Resources:

The Journey (877) 400-4673 <https://www.thejourneyhhh.com/>

East Bay Recovery Center (401) 302-0011 <https://www.ebcap.org/programs/east-bay-recovery-center/>

CODAC Behavioral Healthcare (401) 490-0716 <https://www.codacinc.org>

Gateway Healthcare (401) 273-8100 <https://www.gatewayhealth.org/>

Providence Safe Stations <http://pvdsafestations.com/>

Hope Recovery Community Center, Newport County 401-619-1343, Washington County 401-598-6400
<https://www.hoperecoverycenter.org/>

Victa (401) 300-5757 <https://victalife.com/>

AdCare Rhode Island (401) 294-6160 <https://www.americanaddictioncenters.org>

Hope Recovery Virtuals Meeting (with RIPIN) To join by phone 1-872-240-3311 passcode 361483053
www.globalmeeting.com/join/36148305

Support Groups

Friend's Way, RI only Bereavement Center dedicated to serving children, teens (3y to 18y) and their families. 401-921-0980
<https://www.friendsway.org/>

HopeHealthHospice of Rhode Island, Coping with Grief and Loss, hopehealthco.org
844-671-4673
<https://www.hopehealthco.org/services/hospice-care/grief-support/find-a-grief-support-group/>

REST (Resources Education Support Together) Family Support Group (860) 952-4966
<https://www.sumhlc.org/resources/recovery-support/restorg/>

Narcotics Anonymous (866) 624-3578
<https://www.addicted.org/narcotics-anonymous-meetings-in-rhode-island.html>

Alcoholics Anonymous (401) 438-8860 <http://www.rhodeisland-aa.org/>

Bristol Warren Regional School District <https://www.bwrsd.org/domain/37>

Refuge Recovery <https://www.facebook.com/refugerecoveryseekonkma/>

SMART Recovery (508) 405-7888 <https://www.smartrecovery.org/>

Butler Hospital (844) 401-0111 <http://www.butler.org/patient-resources/support-groups.cfm>

Case Management Services

East Bay Community Action Program (401) 246-0700 <https://www.ebcap.org/>

Bristol Social Services Director (401) 253-4831
<https://www.bristolri.us/177/Social-Services-Public-Welfare>

Warren Social Services (401) 245-7387
https://www.townofwarren-ri.gov/town_government/departments/social_services/index.php

Food and Shelters

SCHOOL REOPENING AND A NEW LOOK FOR LEARNING IN 2020-21

Food Pantries: All 3 food pantries are open to East Bay residents

East Bay Food Pantry, 532 Wood Street, Bristol (401) 396-9490 <https://eastbayfoodpantry.org/>

Open Wednesday 10-6:30, Friday 10-3. Families with children 0-17 can pick up weekly food through the Food4Kids program: on the 1st and 3rd Saturday and 2nd and 4th Friday every month from 10 am to noon. There is 5-7 days worth of breakfast and lunch foods.

St. Mary of the Bay Parish Food Pantry, 645 Main St., Warren, 245-7000 ext 19, <https://www.stmaryofthebay.org/Food-Pantry>

Hours for food pick up: Tuesday 3-5 pm and Wednesday 9 am to 11 am. They will bag the food and bring it out to the family member. Can also deliver if the family does not have means to get to the church. Call and tell them your name, how many in your family and that you were referred by Ellen Estrella RN from Mt. Hope High School.

TAP IN 281 County Rd. Barrington 247-1444, <http://tapinri.org/>

Monday-Friday 9 to 12, Bring photo ID and proof of address

Friends of St. Elizabeth (401) 525-8816

Good Neighbors Inc. (401) 433-0045, food pantry, clothing, services
<http://goodneighborsri.org/index.html>

RI SNAP, food assistance, 401-222-7276 www.dhs.ri.gov/Programs/SNAPEligibility.php

RI Meals on Wheels 351-6700 www.rimeals.org

Lucy's Hearth (401) 847-2021 <https://www.lucyshearth.org/>

Women's Resource Center (401) 846-5263 624 Main St, Warren, RI 02885
(24 hr hotline) 1-800-494-8100 <http://www.wrcnbc.org/>

Crossroads RI 160 Broad St, Providence, RI (401) 521-2255

McKinney Cooperative Shelter (401) 846-6385
<https://www.homelessshelterdirectory.org/cgi-bin/id/shelter.cgi?shelter=9429>

Benjamin Church Senior Center (401) 253-8458

Bristol Housing Authority (401) 253-4464 <http://bristolhousingri.org/>

Warren Housing Authority 401-245-7019 www.warrenhousing.org

Heating and Energy Assistance

Diocese of Providence - Keep the Heat On, 401-421-7833 www.heatri.com

Good Neighbor Energy Fund (Salvation Army) 401-421-0956, 401-490-0240
www.rigoodneighbor.com

Governor's Office of Energy Assistance 401-574-9003

JOE-4-OIL (Citizens Energy Oil Heat Program) 877-563-4645
<http://citizensenergy.com/assistance-programs/joe-4-sun>

George Wiley Center, 401-728-5555 www.georgewileycenter.org

People's Power & Light, 800-287-3950, 401-861-6111, www.ripower.org

National Grid, past due electric 888-211-1313, www.nationalgridus.com/paymentassistance

Other

Get Help 2-1-1 - United Way of Rhode Island <https://uwri.org/get-help-2-1-1/>

Department of Human Services 401-462-5300, food, childcare, Medicaid www.dhs.ri.gov

Health Source RI (855) 840-4774 <http://www.healthsourceri.com>

Help is Here Bristol www.helpisherebristol.org

Rhode Island Parent Information Network Cranston, RI 02920 401.270.0101 www.ripin.org

Youth Pride Inc. 743 Westminster St. Providence, RI 02903 (401)421-5626
www.youthprideri.org