

Reopening Davies: 2020-2021

July 31, 2020

Table of Contents

Message from the Director.....	3
Vision and Guiding Principles for Reopening.....	4
Strengths and Challenges from Spring 2020.....	6
Critical Components of Davies’ Reopening Plan	
Critical Components.....	7
How to Read Each Component.....	8
Critical Components	
Health and Safety.....	9
Instruction.....	12
Social-Emotional and Mental Health.....	20
Operations.....	21
Appendix of Evidence Sources.....	24

Dear Fellow Members of the Davies Community,

I am excited to release our newly developed plan - Reopening Davies: 2020-2021, which establishes a set of ambitious goals and adjustments to policies and procedures aligned with health and safety guidance provided by the Rhode Island Department of Education (RIDE) in response to the COVID-19 crisis. This plan envisions a school in which students receive unsurpassed academic and technical instruction while implementing the best strategies to ensure the health and safety of our students and the entire Davies community.

Given the uncertainty of the spread of COVID-19 and impact on the State and its different communities, Davies has prepared for multiple reopening scenarios ranging from full distance learning to full in-person learning. This plan was developed through the collaboration of multiple stakeholder groups and based upon feedback collected from family, faculty/staff, and student surveys. Davies also considered lessons learned during distance learning in the Spring of 2020 and made necessary adjustments so we are prepared to nimbly pivot between various reopening scenarios as the public health situation evolves. This feedback and reflection were coupled with insights gained through informal conversations and formal meetings to result in the plan that you are about to read. A shared understanding of this plan and a dedication to its proper implementation will result in the level of collaboration and coordination that is necessary among all members of the Davies community in order to realize our vision.

There are four major sections of this plan, which align to the critical components in RIDE's reopening guidance: Health and Safety, Instruction, Social-Emotional and Mental Health, and Operations. Each critical component has associated assurances and evidence sources that demonstrate Davies' ability to safely reopen for in-person learning this Fall. We recognize that there is still much uncertainty and anxiety surrounding the reopening of our nation's schools, but Davies remains committed to safely educating our students no matter what it takes. The plan is written, but not in stone. Both your feedback and implementation monitoring of all aspects of this plan will inform periodic revision and adjustment.

Davies led the way during remote learning – now it is time for us to lead again. We look forward to working with all of you to make this plan a reality and to provide our students with a world-class education in a healthy and safe environment.

In partnership,

Vision and Guiding Principles for Reopening

Vision for Reopening

Davies will provide students with an unsurpassed academic and technical education while implementing the best strategies to ensure their health and safety and that of the entire Davies community.

Guiding Principles for Reopening

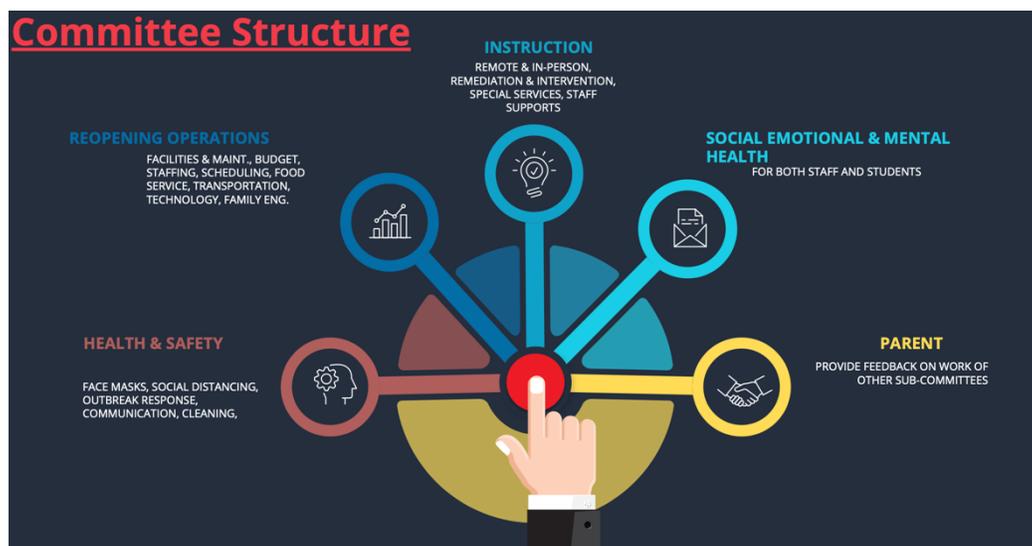
Davies remains committed to the following principles, which guided our work:

1. **We will put safety first.** We will leverage science, data, and public health leadership to inform the choices we make.
2. **We will be transparent.** We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control.
3. **We will be equitable.** We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and our community what they need.
4. **We will listen.** We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
5. **We will be decisive, yet flexible.** Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables change.

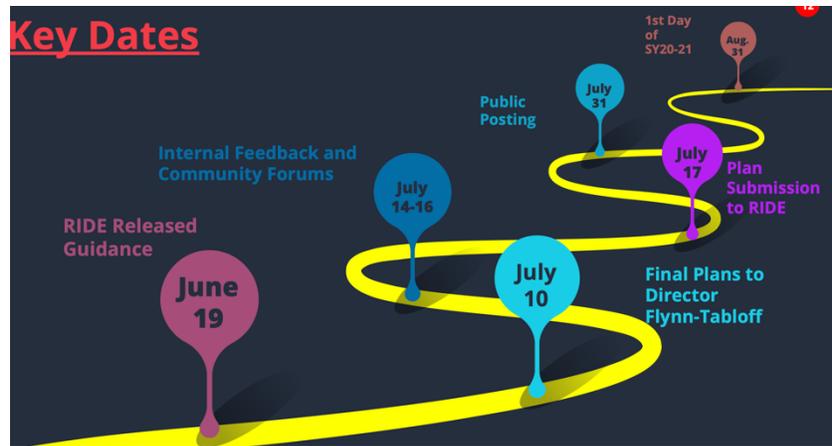
6. **We will keep it simple.** This year will present a great deal of change, which may be anxiety-provoking and overwhelming. As such, we will keep our plan simple and straightforward.

The Process of Building Our Plan

Since Governor Gina Raimondo and Commissioner Angelica Infante-Green announced the goal of a return to full in-person learning on August 31, 2020, Davies has been working tirelessly to develop a robust plan that will position us to safely reopen. The following graphic illustrates the structure of the Reopening Committee that developed this plan and remains committed to making our plan a reality.



The following graphic illustrates the timeline followed for plan development and consistent collection of feedback from stakeholder groups. Regular meetings were held between June 19th and July 10th to develop the plan.



Strengths and Challenges from Spring 2020

Davies made it a priority to elicit feedback from students, staff, and families both during and after distance learning in Spring of 2020. This feedback informed major decisions that greatly impacted several aspects of this plan.

Feedback indicates the following key strengths and challenges:

	Strengths	Challenges
Faculty/Staff	<ul style="list-style-type: none"> Adherence to established schedule during distance learning. 1:1 status prior to distance learning. Consistent weekly schedule during distance learning. 73% comfortable with return to full in-person learning. 93% felt well supported during distance learning. 	<ul style="list-style-type: none"> Student engagement was difficult to maintain. 83% had students who experienced “great difficulty” during remote learning. 33% comfortable administering summative assessments or performance tasks during distance learning.
	<ul style="list-style-type: none"> Adherence to established schedule during distance learning. Consistent weekly schedule 	<ul style="list-style-type: none"> 44% of families did not know that they could attend established office hours with their students.

<p>Families/Students</p>	<p>during distance learning.</p> <p>97% reported consistent access to technology and internet.</p> <p>71% felt workload was appropriate.</p> <p>77% reported motivation equal to or better than during in-person learning.</p>	<p>53% indicated a desire for increased communication with support personnel.</p>
---------------------------------	--	---

Critical Components of Davies' Reopening Plan

The four critical components focus and organize our reopening plan for the 2020-2021 school year.

1. Health and Safety

2. Instruction

3. Social-Emotional and Mental Health

4. Operations

How to Read Each Component

Each critical component includes the following items:

Assurances

Actions and items that Davies must incorporate into our plan but do not formally need to be submitted to RIDE. A mark of “X” indicates Davies’ has met or will be able to meet each assurance item by the start of the 2020-2021 school year.

Evidence

Actions and items that Davies must incorporate into our plan and need to be submitted to RIDE through narratives or other artifacts. Each evidence source is linked within the narratives.

Health and Safety

ASSURANCES:

X	<i>Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.</i>
X	<i>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).</i>
X	<i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i>
X	<i>Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.</i>
X	<i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X	<i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X	<i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
X	<i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	<i>Prepare the district to respond to a positive case or outbreak in a school building or central office.</i>
X	<i>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</i>
X	<i>Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>
X	<i>Post signs or posters describing the district's rules for wearing of masks, social distancing of</i>

	<i>six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X	<i>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</i>
X	<i>Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)</i>
X	<i>Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.</i>
X	<i>Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.</i>
X	<i>Identify and review guidance specific to education and childcare on www.reopeningri.com/.</i>

EVIDENCE:

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

Davies’ unique schedule, which provides students with high-quality instruction in academics and their respective career and technical areas while meeting the needs of diverse learners, eliminates our ability to utilize stable groups to reduce interaction between students. However, Davies has developed robust social distancing and face mask/covering policies (see evidence sources HS1 and HS2) that will enable the safe interaction of students. Additionally, our finalized full in-person reopening scenario (see evidence source O1) provides for one day of distance learning and all after-school activities will take place through a distance format thereby reducing face-to-face interaction.

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

<i>Full Name</i>	<i>Email Address:</i>
<i>David Champagne – Supervisor of Student Management</i>	dchampagne@daviestech.org
<i>TBD – Davies School Nurse</i>	<i>TBD</i>

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

Given the pandemic nature of COVID-19, Davies understands that positive tests among students and

staff are virtually inevitable. As such, Davies has developed the following policy/procedure (see evidence source HS3) outlining how we will respond when a student/staff member fails screening for COVID-19 symptoms or tests positive for COVID-19.

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

Davies will employ a layered approach to screening for COVID-19 symptoms. First, Davies will communicate the requirement for community members to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. We will utilize all current forms of communication including social-media posts, our school website, all-calls, and email to communicate this requirement periodically. Second, our established screening policy (see evidence source HS4) outlines the multiple screening methods that will be used to reduce the likelihood of a student/staff member with COVID-19 symptoms entering the building. There are three layers to daily COVID-19 screening at Davies: (1) Self-Assessment via a locally developed app, (2) Bus Assessment following the policy/procedure established by transportation providers, and (3) Building Entrance Assessment via the use of thermal cameras at one of three established entry points.

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

Davies is prepared to take internal steps to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19. Additionally, our policy/procedure for responding to positive cases (see evidence source HS3) outlines how we will determine other individuals that will need to quarantine. All contact tracing measures will occur in full coordination with RIDOH.

Upon learning of a staff member or student who has tested positive for COVID-19, Davies administration will determine all students and staff members to notify of potential exposure based upon an analysis of the positive individual's schedule and an interview that will be used to more accurately pinpoint the potentially exposed individuals. Remaining members of the Davies community will be notified via an official memo from the Director, which will be posted to our website and sent to students, parents, and faculty and staff via email.

Finally, Davies is prepared to implement thorough cleaning and sanitization procedures, which are in line with CDC guidelines, on a daily basis (see evidence source HS5 and HS6). Special attention will be given to areas occupied by infected students and/or staff members.

Instruction

ASSURANCES:

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



EVIDENCE:

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

Davies will assess student learning on an ongoing basis. Davies has started the assessment process by collecting data on student progress and loss to inform additional assessment and instructional adjustments. The first step in the process is to solicit parent, student, and teacher feedback in the form of surveys in order to identify successes and barriers to learning and also gaps in either instruction or learning, as a result of remote learning. Once the data is collected from the individual stakeholder group surveys, the Reopening Instructional Sub-Committee will review and analyze the information. This information will drive planning for professional development, curriculum and instructional changes in response to skill gaps, and future progress and loss analysis, at the start and throughout the 2020-2021 SY. Davies has front-loaded the school year with four professional learning days prior to the state-wide calendar start date. On these days, teachers will participate in professional learning sessions designed to provide groups of content teachers the opportunity to connect with peers, in individual content areas and across grade levels, including career and technical programs, with the focus on comparing survey results regarding gaps in skills and developing strategies for addressing gaps. These departmental groups will be led through a Planning for Student Progress and Loss (see evidence source I1) activity designed to ensure that groups are focused on identifying skills that meet the endurance, leverage, and essentiality test prescribed on p.14 of the DMG Instructional Practices guidance or most importantly, skills needed to be mastered in order to be successful in future learning. Once teaching groups identify skill gaps, then as groups they will develop plans to incorporate the identified skills into first quarter learnings (see evidence source I2). Further, the second week of school has been designated as diagnostic testing for each of the prospective courses to further identify learning gaps. Teachers will be provided a list of sample diagnostic testing resources and/or guidance for developing course specific diagnostic assessments.

In addition to the planning developed to assess progress and loss for all students there will be an added layer of assessment to identify at-risk students who are multilingual language learners and students who are differently abled. Multilingual Language Learners will participate in the WIDA Screener assessment to identify focus areas for language acquisition support. The district special education team will analyze classroom diagnostic assessments meant for all students as well as data from progress monitoring of individual plan goals. The work of assessing progress will be continual process to be further developed throughout SY 20/21 (see evidence source I3).

To begin the process of supporting differently-abled students, the Special Education Department will collect student and parent feedback on how remote learning impacted achievement during the 2019-2020 school year. A thorough analysis will follow using our established protocols. Students' individual IEP goals will be compared to their progress and loss. This collected data will be provided to collaborative teaching teams during the front-loaded professional learning days at the start of the 2020-2021 school year. Sessions have been scheduled to provide teams with the time and space to analyze data on individual progress and loss for differently-abled students and to plan lessons designed to increase achievement in targeted areas. Academic Support classes will be utilized in addition to specialized instruction in the collaborative classroom setting. Student progress will be monitored in both the collaborative and Academic Support settings (when applicable) and then reported out to parents/guardians on a regular basis. If at any point the student fails to make adequate progress, a team meeting will be scheduled to review data and discuss the need for additional supports.

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

During SY 19/20, Davies implemented the Data Wise initiative, a process during which staff were trained to analyze data to determine problems of practice in teaching and learning. Targeted instructional strategies linked to these problems of practice can lead to improved student outcomes for all learners. Data Wise has prepared teachers to be able to quickly get started with the work of making changes to increase achievement. The analysis of student progress and loss will be an immediate task starting prior to the beginning of the school year with analyzing data from stakeholder surveys. More importantly, this will be an ongoing/year-long process, due to the uncertainty of learning scenarios. The initial analysis will take place in departmental groups to review skill gaps and plan for instruction. Teachers will work to create common pre-assessments for each course and grade level to gather data on student progress and loss. The teachers will create the common pre-assessments during the four front-loaded professional learning days prior to the start of school. The second week of school is dedicated to assessing student prerequisite skills. Once the data has been collected, teacher groups will review the data and plan for any curriculum and instructional changes. Teachers will make changes to lesson plans in order to re-teach essential skills students need to be successful in the course. Teachers will also have the data from the pre-assessments to group students by needs in order to address each student and their particular needs.

Davies partial and limited reopening scenarios (see evidence source O1) have been adjusted to include one day of office hours to provide additional student supports to account for and to make adjustments in pacing in the event that distance learning must be more heavily relied upon.

Davies has accounted for the ongoing analysis of student data by planning to use a portion of the front-loaded professional learning days to analyze student data and work samples, and to make any necessary adjustments to curriculum and instruction. Some of the pre-planned professional development days will be utilized for navigating staff through the Data Wise cycle of inquiry once the Davies has collected an adequate amount of data to drive the work or continually looking at student achievement in order to plan adjustments in teaching and learning.

Differently Abled Students- *Students who are differently abled are placed in collaborative classrooms where they receive specialized instruction and monitoring. The co-teaching teams will have time to collaborate and work with the student data of differently abled students to ensure their learning needs are met. The co-teaching teams will work together to develop a plan to provide each student the individualized support they need.*

MLL- *Students who are multilingual language learners are placed in collaborative classrooms where they receive specialized instruction and monitoring. The co-teaching teams will have time to collaborate and work with the student data of MLL students to ensure their learning needs are met. The MLL coordinator will work with teachers to ensure all appropriate data points are being considered when making decisions to meet MLL learning needs. The co-teaching teams will work together to develop a plan to provide each student the individualized support they need.*

At-Risk Students- *Many students will initially be considered at-risk as the pandemic has affected each student differently. Throughout the process of assessing students and identifying learning loss, all staff will be involved in utilizing some of the current district supports including but not limited to: 1) RTI Check and Connect (connecting students with adults in the building); 2) reviewing student needs on a monitoring list; 3) providing communication with teachers and parents, and the guidance department; 4) quickly addressing teacher concerns and relaying concerns to parents and special education case managers delivering services and supports; 5) keeping open lines of communication with teachers and parents; 6) the multilingual language learner coordinator delivering services and supports and reporting progress to teachers and parents; and 7) teachers continually assessing student achievement/mental well-being and then reporting concerns.*

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

During the 2019-2020 school year, Davies quickly switched to a relatively smooth remote learning implementation. With the anticipation of having a hybrid reopening scenario and in preparation for the need

to nimbly pivot to a full remote learning scenario, Davies proactively conducted a careful review of the strengths and limitations associated with the 2019-2020 SY remote learning implementation by analyzing survey results from teachers, students, and parents. The findings were used to drive the changes planned for remote learning during the 2020-2021 school year.

Similarities- Overall, Davies remote learning implementation in the Spring of 2020 was a great success. As a 1:1 school, students had access to Chromebook technology from the start. Some issues that were addressed during remote learning included guiding families to resources for obtaining free internet access, implementing and training staff on the use of the Zoom platform, as well as supporting students with navigating learning platforms, such as Zoom and Google Classroom. The staff also had ongoing professional development in the areas of teaching with technology, digital best practices, and using virtual tools to leverage comprehension and to close learning gaps. Davies staff will have additional workshops related to these topics in the 2020-2021 school year. This professional learning will take place on established statewide professional development days, Davies' four professional learning days, and during after school in-person and virtual workshops. Further, to continue to offer support to families in need of internet access, Davies has purchased Wi-Fi hotspots and headphones for distribution to students on an as needed basis.

Changes- Based upon stakeholder feedback, adjustments are needed in the areas of delivery of supports and services, revised learning schedules, and alternative grading practices. The first task associated with these necessary adjustments was to develop a revised master schedule for each reopening scenario, including full distance learning. Careful consideration of the collected feedback from stakeholder surveys is embedded in each of our reopening scenarios (see evidence source O1). Of the parent responses, approximately 50% stated that they would prefer a hybrid model of instruction. The district determined that in the best interest of staff and students, even the full in-person scenario will include one day of remote learning. The rationale is to keep teachers and students fresh with learning remotely, so may nimbly pivot between various scenarios as the public health situation fluctuates. The other scenarios also include at least one day of office hours in order to better support students struggling with the remote learning environment. Some of the other scheduling issues centered around the unique characteristics of Davies. For example, Freshmen at Davies rotate through a CTE area exploration schedule to ensure that they select the CTE area that best aligns with their interests and career aspirations. The timing for remote learning correlated with students entering into their selected shop during March of last year. This timing was problematic as it limited opportunities to orient students to their CTE area and to allow for the building of rapport and classroom culture. To be proactive, the length of time spent in these rotations (see evidence sources I4 and I5) will be decreased allowing for students to enroll in their chosen CTE area sooner in the event that Davies must pivot to a remote learning scenario. Other scheduling changes are centered on building rapport and culture in all classrooms along with the necessary skills should remote learning begin in the fall. The first two weeks (see evidence source I6) of the 20-21 school year have been mapped out for teachers. Priority for the first two weeks will be given to building classroom culture and assessing student skill gaps. Teachers will be provided resources, training and time to develop materials for these two weeks during the planned professional learning days that take place prior to the official start of school.

The next step in planning for reopening was to analyze the district's grading policy. Davies discovered that our grading categories and their associated weights needed revision in order to be more appropriate for a reliance on remote learning. The grading policy was modified so that more of a focus will be placed on performance tasks and assessments and less on practice and organization. During the school year 19-20 remote learning, Davies adopted a "Do No Harm" approach to grading in response to the novel situation that we all found ourselves in almost overnight. For the start of this school year, however, the message about grading has to be a focus on proficiency and accountability. Davies' grading policy (see evidence source I7) also includes concessions for late work in the event of student excused absences. The grading policy for (CTE) (see evidence source I7) was revised to allow for flexibility between technical and theory instruction, providing students with additional time to apply theoretical concepts to practical situations when there is full in-person learning. The adjusted grading and late work policy will be reviewed with staff and students at the start of the school year.

Finally, there will be a revised protocol for monitoring at-risk students for the SY 20/21 (see evidence source

18). Teachers were asked to provide a list of students they identify as “at-risk” based on performance, engagement and attendance during school year 19-20 remote learning. This list of students will be analyzed along with students who are differently abled, multilingual language learners, and students already identified by the district’s RTI committee. For incoming Freshmen, student data collected during the admissions process will be utilized to determine who may be “at-risk.” Identified students will be broken into three categories; “On Watch” or Tier 1, “On Warning” or Tier 2, and “At-Risk” or Tier 3. Each student will be assigned a case manager who will be responsible for monitoring student progress, connecting with the student, providing information to parents and reporting back to the RTI team. The students will be exited as they meet achievement markers.

Finally, to provide an additional layer of support for students, optional ramp-up skill development modules (see evidence source I9) will be pushed out to students in the month of August. Students will be encouraged to practice skills, through Khan Academy, in alignment with Davies’ course pathways.

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

Davies will ensure that our rigorous curricula aligned to Common Core State Standards and industry-based standards will be utilized in any of the four scenarios for learning. The survey sent to teachers aimed to gain feedback regarding which aspects of the curriculum were difficult to deliver, or what obstacles were presented during remote learning. This information will be used by administration to provide additional supports and professional learning opportunities to ensure that teachers are prepared to deliver instruction aligned to a rigorous curriculum regardless of the reopening scenario. One identified area was the administration of performance assessments. Indeed, many teachers indicated apprehension with administering secure assessment materials in a remote environment. To address this problem, Davies is looking to fund and implement GoGuardian, a security platform that will allow for the secure administration of performance tasks and other summative assessments. This online platform also allows teachers to monitor student engagement by checking for on-task student behavior.

As a CTE school, Davies utilizes rigorous industry-based credential assessments to measure student attainment of requisite knowledge and skills. Many of these assessments required third-party proctors (at an additional cost) during remote learning. Davies continues to plan for how we will still administer these valuable assessments should we need to rely upon remote learning during school year 20-21.

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

Grading:

Davies’ grading policy has been modified so that more of a focus is placed on performance tasks and assessments as opposed to practice and organization, which were the focus areas during school year 19-20 remote learning. We theorize that this focus is now appropriate because teachers and students are more prepared to engage in remote learning and that it will result in high levels of student engagement and accountability. Along with revising the grading policy, the plan also includes concessions for late work (see evidence source I7) in the event of student excused absences. In CTE, the grading policy was revised to create one grade that combines both the technical and theory areas of instruction. The updated grading and late work policy (see evidence source I7) will be reviewed with staff and students at the start of the school year.

Assessment:

District Assessments

Over the past three years, Davies has worked to develop a rigorous suite of assessments across content areas that include instructional and performance tasks for each course. These assessments were

developed to ensure that teachers had valid and reliable tools to assess student learning. Davies intends to administer the instructional and performance assessments when in-person and to utilize GoGuardian to securely administer them when relying upon remote learning.

Classroom Assessments

Davies teachers will develop common summative assessments within their courses and departments. This year, we will make adjustments to classroom level assessments in order to determine learning gaps and needs that resulted from school year 19-20 remote learning. These adjustments will be made as part of the aforementioned plan to assess students' progress and learning loss (see evidence source I1).

Statewide Testing

Davies intends to administer PSAT 8/9, PSAT 10, SAT, AP exams, RINGSA, Seal of Biliteracy testing, and Access testing to all requisite students. Davies administrators and test coordinators attend all RIDE Assessment Webinars to stay up-to-date on the latest testing policy changes. Davies will align with the current policies to determine how to deliver state-level testing to students.

Attendance:

Attendance for school year 20-21 will follow the documented policy as described in the Student Handbook. Attention will be given to students with excused absences in connection to COVID-19 related illnesses and addressed on a case-by-case basis in alignment with the excused absence policy. Davies has adjusted our student attendance policy to no longer require a physician's note in order for an absence to be excused.

Promotion:

Adjustments to grading and reporting practices warrant adherence to our established promotion policy. As such, Davies will continue to utilize our established promotion policy, as outlined in our student handbook.

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

The process of identifying "at-risk" students began by embedding questions in the parent and teacher surveys sent out at the end of June 2020. Teachers were asked to identify students they felt were at-risk and their associated reasoning. Parents were asked to specifically provide feedback regarding barriers and struggles encountered during remote learning. This list of students generated via the survey results will be analyzed along with differently abled students, multilingual language learners, and students already identified by Davies' RTI committee. Students who are identified At-Risk (see evidence source I8) at the start of the year will be broken into three categories: "On Watch" or Tier 1, "On Warning" or Tier 2, and "At-Risk" or Tier 3. Each student will be assigned a case manager who will be responsible for monitoring student progress, connecting with the student, providing information to parents and reporting back to the RTI team.

The protocols for entrance, monitoring, and exit of support services will be determined on an individual basis. The students will be exited as they meet achievement markers. In addition, at-risk students who are multilingual language learners and students who are differently abled will be monitored by either the MLL coordinator or an assigned case manager. Multilingual Language Learners will participate in the WIDA Screener assessment to identify skill gaps and focus areas for language acquisition support. The district special education team will analyze classroom diagnostic assessments data and progress monitoring data of individual plan goals to drive conversations with parents and to determine additional supports. Interventions to be utilized specifically for multilingual language learners and students who are differently abled include but are not limited to; academic supports class, math and English afterschool tutoring,

collaborative classrooms with co-teaching teams, hybrid language acquisition class, and credit recovery.

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

Davies' Special Education Department will review all Individualized Education Plans at the start of the school year. During school year 19-20 remote learning, Davies provided a continuum of special education services. Davies also collected data on services offered and services provided in conjunction with student progress and loss. In the first two weeks of school, students will be individually assessed for progress and loss in the same fashion as their regular education peers, but with an added layer of analysis for each individual goal identified in their respective plans. Davies will have early contact with families and use the feedback to identify and make plans to discuss any potential additional supports that may be needed.

At the start of every school year, all case managers of students with individualized education plans initiate introduction contact with parents. In addition to the introduction, the special education department will develop a parent survey specifically designed to gain feedback regarding delivery of specialized instruction and support. If an identified need is discovered, then Davies will swiftly contact parents to discuss options for scheduling progress review meetings. During the time of remote learning Davies successfully converted all in-person annual and progress review meetings to remote meetings. This conversion allowed for Davies to complete all the necessary meetings or to allow parents the option to postpone meetings to the start of 20-21 school year. These postponed meetings and any new identified progress review meetings as a result of at-risk student identification will be given priority at the start of the school year.

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

Questions were embedded into the teacher/staff survey to garner feedback regarding the anticipated professional learning needs of administrators, educators, support staff, nurses, and non-certified staff members. Results indicate that the majority of respondents at Davies desire professional learning opportunities centered on best practices for technology use during remote learning, supporting at-risk students, and teaching CTE hands-on skills during remote learning. Professional development pathways (see evidence source I10) are under development and are in line with Reopening RI guidance and Davies' school improvement and reopening plans. Davies has front-loaded four professional learning days prior to the official state-wide start, which will be used to cover the previously mentioned focus areas and topics such as: review of reopening plan and associated policies/procedures; co-teaching strategies for remote learning; Zoom tutorials for teachers, students and parents; basic risk assessment, and mental health awareness. The trainings will be recorded and made available for parent/student access at the request of our parent sub-committee.

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

For 20-21 school year, Davies is planning professional learning opportunities around the four pathways identified within the RIDE Reopening RI Guidance: Trauma Sensitive Schools, Social Emotional Learning, Restorative Practices and Culturally Responsive Education (see evidence source I10). Teacher survey responses regarding desired professional learning align with these general pathways. Additionally, professional learning opportunities from years past align with these pathways as well. For example, Davies has successfully completed two cohorts of Diversity Talks training, which aligns with the Social Emotional Learning and Restorative Practices/Culturally Responsive Education pathways. In sum, Davies has always had a robust cache of professional learning opportunities available to all faculty/staff members and we will continue to develop high-quality opportunities that meet the needs of our community.

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

In early July, Davies' Reopening Committee created and sent out surveys to parents, teachers/staff, and students (see evidence sources O2, O3, and O4) to gather feedback regarding their experience with remote learning and their perspective on various aspects of reopening. The survey results were a major driving force for many aspects of this reopening plan such as: the master scheduled for each reopening scenarios, providing additional student supports, and the focus of professional learning opportunities.

11. Develop a parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.

Davies will take the following steps to support and keep parents informed about student progress, changes in health and safety guidelines, distance learning, and supporting their child through distance learning. Davies' Community Public Relations committee (CPR), which has existed for many years, is tasked with connecting parents with the school community. The CPR committee will continue to develop innovative ways to strengthen the home-school connection.

The Parent Sub-Committee was an essential part of Davies' reopening plan development as they provided valuable parental perspective on all sub-committee work. The greatest takeaway from the parent sub-committee is that they desire for Davies to make resources readily available to parents, which include access to professional learning opportunities and resources for how to support their children through the upcoming year. Part of the work for the 20-21 school year will be providing opportunities for open communication and professional learning to parents. For example, the CPR committee will develop a "How To" video to assist parents with how to access the district's platforms and grading systems. To connect parents with staff, the CPR committee will create a decision tree for parents to help them understand who to call for particular frequently asked questions that they need answered. This decision tree will also include some standard responses to FAQs. For students who are differently abled, multilingual language learners and at-risk, there are scheduled contact checkpoints by the prospective case managers. All information/communication provided is translated to the parent's native language, if needed.

Parent survey results indicate that Davies effectively communicated information regarding issues in the areas of changes to health/safety and distance learning. Davies regularly communicated changes in the school schedule, grading policy, etc. to families via all-calls, social media postings, memos, emails, and Zoom forums. Davies will continue to communicate through these multiple formats.

In terms of informing parents at the beginning of the school year, the district plans to invite parents to one or more of the front-loaded PD days to share information on re-opening/changes made to the schedules. In addition, Zoom community forums are scheduled throughout the summer and pre-recorded videos will be pushed out to ensure that parents and students are aware of all aspects of our reopening plan.

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

Distance learning has made administrators and teachers more aware of our students' situations at home, such as dealing with health issues; caring for younger siblings; limited technology; and homelessness. Davies has always been aware of the inequities face by our students, but they have never been clearer than after our initial experience with remote learning. Students have been more communicative and open about what they are going through since classes moved to distance learning. Student support services focused on and emphasized the importance of checking in with students about how they were doing at a time when many people were struggling with mental health issues.

We will continue to enlist support from the Davies' established Positive Behavior Interventions and Supports

(PBIS) Committee to further develop activities targeted toward building a safe, healthy, and nurturing environment for our students. Additionally, the SEL sub-committee put together a folder of SEL Capacity Building Resources (see evidence source SEL1) and has planned professional learning through modeling activities with teachers prior to the start of the school year. These activities will focus on assessing self and student well-being and building classroom culture.

During the time of remote learning there was frequent contact with families to keep them updated regarding operations and their student's performance. All information is translated into multiple languages when necessary. Davies included a parent sub-committee as part of our reopening team, which provided valuable insights and feedback throughout plan development. Davies will invite parents to one or more of the front-loaded professional learning days to share information on re-opening/changes made to the schedules. In addition, Zoom community forums are scheduled throughout the summer and pre-recorded videos will be pushed out to ensure that parents and students are aware of all aspects of our reopening plan.

Social-Emotional and Mental Health

ASSURANCES:

X	<i>Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.</i>
X	<i>Screen or evaluate students for mental health needs.</i>
X	<i>Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.</i>

EVIDENCE:

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

Lisa Fratus - Supervisor of Student Supports
lfratus@daviestech.org

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

Davies will provide a variety of mental health resources to staff, students and parents. One such resource is the Universal Screener (see evidence source SEL4), which will be used as a self-assessment tool to support staff to identify their own well-being. This tool can also be used by teachers to assess students while guiding students to assess their own well-being. The screener, a non-invasive visual marker for

gauging emotional well-being will be posted in all classrooms and public areas. In conjunction with the tool, staff will be provided basic risk assessment training and educated in the referral process (see evidence source SEL 2, SEL3) for themselves or others needing support. Both of these tools will be rolled out to staff and students during the initial weeks of school and will be utilized throughout the school year. The materials will be located in folders accessible to teachers and students and posted on the school webpage. Davies is planning four front-loaded days of professional learning prior to the official state-wide start day to school where mental health professionals will work with staff and teachers in discussing mental health and the unique needs presented by distance learning. To foster a culture of understanding for mental health awareness, these first few days need to be focused on relationship and trust building, a key component in asking for support. Once this is accomplished, the goal is for transference from teachers to students. Davies is also planning professional development pathways (see evidence source I10) designed to align with the Reopening RI guidelines, centered on Trauma-focused, Social-Emotional and Restorative Practices training.

Operations

ASSURANCES:

X	<i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
X	<i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X	<i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X	<i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X	<i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
X	<i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.</i>
X	<i>Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)</i>

X	<i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i>
X	<i>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</i>
X	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
X	<i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs. Calculate expected cost for technology needs.</i>
X	<i>Develop process for inventory of technology.</i>
X	<i>Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.</i>
X	<i>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>
X	<i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>

EVIDENCE:

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

Davies has developed a staffing plan indicative of the positions that need to be filled under each reopening scenario. We remain prepared to act swiftly to fill these positions once a final decision is made regarding reopening and when we receive our fiscal 2021 budget.

Davies is actively recruiting additional substitute teachers so that we are prepared for potential increased teacher absence rates due to COVID-19. All faculty members should be prepared to be called upon to cover classes more frequently than has been customary in years past.

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

Davies Reopening Team worked collaboratively to develop Reopening Scenarios (see evidence source O1) for the following reopening scenarios: (1) Full In-Person, (2) Partial In-Person, (3) Limited In-Person, (4) Short-Term Distance Learning, and (5) Long-Term Distance Learning. Each scenario's design is rooted in feedback from parent/family, faculty/staff, and students.

We have modified our arrival, lunch, passing time, and dismissal routines (see evidence source HS1) in a manner to maximize social distancing and to reduce unnecessary interaction among students. To

be clear, however, Davies remains heavily reliant upon the use of face coverings when social distancing cannot be maintained, frequent hand-washing/sanitization, and proper response to individuals who are sick or are demonstrating COVID-19 symptoms.

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

The vast majority of Davies students are reliant upon LEA provided transportation to and from school. As such, Davies made it a priority to work with our transportation partners to continue providing reliable transportation to and from school while meeting RIDE/RIDOH guidelines. As a regional school, Davies partners with multiple transportation providers, which complicated the task of organizing transportation for the upcoming school year. At the time of submission of this plan, our partners are finalizing all transportation routing based upon a revised start time of 7:15am. This start time is 30 minutes earlier than Davies' regular start time and this adjustment will allow the requisite number of buses to be available for pick-up and drop-off of our students. Davies recognizes that this adjusted start time may require some students to start their day very early in order to catch the bus, but the alternative would be for no transportation to be provided at all. We are awaiting final word from our transportation partners regarding routing and this information will be communicated to students and families as soon as it is available.

It is important to note, however, that due to increased cost and reduced availability of buses – Davies will not provide any transportation for after-school activities or athletics (should they occur). The only exception is that Davies will provide transportation to/from Davies for away games if interscholastic sports take place.

In addition to the modified start time that allows for continued transportation of students, Davies made adjustments to our student driving policy (see evidence source O2) in an effort to reduce demand for busing. Specifically, any students with a valid driver's license and a vehicle registered with Davies may now drive to and from school. In the past, only Juniors and Seniors were allowed to do so. We will also request that parents who are able to provide transportation for their children do so and that they consider car-pooling when possible.

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

Davies sent surveys to families and faculty/staff (see evidence sources O2 and O3) to assess their perception of return to school. Respondents were asked to rate their comfort level (1= not at all comfortable, 5=very comfortable) with a return to full in-person learning this Fall. 62% of family respondents and 73% of teacher respondents rated their comfort level as a 3 or higher. In sum, the majority of our community members are reasonably comfortable with a return to full in-person learning. However, responses also indicate a desire for a reliance on a hybrid approach rather than having all student in-person every single day. Indeed, 50% of family respondents and 51% of teacher respondents indicated that they would prefer some degree of a hybrid approach to instruction this Fall. As such, Davies included at least one day of remote learning in all reopening scenarios.

Survey results indicate that roughly 20% of faculty respondents consider themselves to be high-risk for severe COVID-19 related illness. Davies' Human Resources Coordinator will work with each individual to discuss their specific situation and to meet reasonable requests for accommodations.

Appendix of Evidence Sources:

Health and Safety

Social Distancing Policy

HS1.....10,22

Face Mask/Covering Policy

HS2.....10

Responding to Positive Cases

HS3.....10,11

Screening Policy

HS4.....10

Cleaning Policy

HS5.....11

Daily Disinfecting Schedule

HS6.....11

Instruction

Planning for Progress and Loss

I1.....13,16

Plan for Addressing Skill Gaps

I2.....13

CTE Criteria for Diagnostic Assessment I3.....13

Grade 9 Exploratory Rotation Schedule I4.....15

4-day Rotation Lesson Plan

I5.....15

First 2 Weeks of School Planning

I6.....15

Grading and Late Work Policy

I7.....15, 16

At-Risk Protocols and Monitoring I8.....15

Ramp Up

I9.....15

PD Pathways

I10.....18, 20

Social-Emotional and Mental Health

SEL Capacity Building Toolbox SEL1.....19

Self-Assessment Flow Chart

SEL2.....19

Student Flow Chart

SEL3.....19

Universal Screener

SEL4.....20

Operations

Reopening Scenarios

O1.....10, 13, 14, 22

Parent/Family Survey English/Spanish version O2.....18, 23

Teacher/Staff Survey

O3.....18, 23

Student Survey

O4.....18