



the Wolf School
Re-Opening Plan 2020-2021

First Day Of School: September 2, 2020

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LEA: The Wolf School

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To the Wolf School Community,

Our Wolf School Connected Reopening Task Force has been working since the beginning of May to outline the necessary components of a safe reopening of school on September 2. Based on the guidance released on June 19, members of the Task Force have continued to work on comprehensive reopening plans to meet the needs of our students and staff following recommendations by the Rhode Island Department of Health (RIDOH) and the Rhode Island Department of Education (RIDE). The plan addresses three scenarios:

1. Full in-person learning
2. Partial/limited in-person learning
3. Full distance learning

The Task Force was comprised of members of the school community including the Head of School, the Director of Special Education, the Director of Clinical Services, the Chief Business Officer, the Marketing Associate, the facilities manager, the school nurse, the social emotional educator, the technology integration specialist, and classroom teachers and therapists (representing Lower School and Middle School).

As part of the reopening plan the Task Force has been working to ensure that there will be a seamless transition from one scenario to another, while also recognizing that a hybrid model of teaching will have to be implemented as part of the full in-person scenario for students who may opt to not return to in-person learning in the Fall. We will closely monitor the health and safety guidance from RIDOH and be ready to pivot as needed, while providing a robust educational program for our students throughout the school year. Communication will be frequent, transparent and straightforward as we prepare for the start of the school year.

The changes needed to return to school safely reflect the local, state and public health recommendations, which we continue to learn more about each day. I want to assure you that health and safety concerns are at the forefront of our daily discussions. Parent input is invaluable, and the collaboration with families will be essential to the success of our students. We will be holding virtual forums for families twice a week beginning the week of July 20 to answer questions, provide updates or to hear feedback as we navigate this planning process and prepare for the year ahead. We will get through this together in true Wolf fashion — with kindness, hard work and dedication to everyone in our Wolf community.

Warmly,
Anna Johnson
Head of School

Vision and Guiding Principles for Reopening

Overall Vision:

The Wolf School's reopening plan for the 2020-2021 school year will have health, safety, and quality at its core. All decisions will be made in accordance with what is best for our students, staff and families and we will adhere to recommendations and guidance from the CDC, RIDOH, and RIDE. Our plan will outline three scenarios with the primary goal of getting students back into the building safely. The Wolf School will continue to devote itself to the education and success of Complex Learners whether fully in person, virtually or in a hybrid model.

Core Values:

- **Health & Safety** - It's important that our students, staff, and families all remain healthy and feel as safe and supported as possible - including social/emotional health.
- **Connection** - We want our students to connect with their peers, our parents to feel connected to our community, and our staff to connect with our students. The Wolf School aims to ensure that no learning environment impedes that connection.
- **Environment** - We understand that Complex Learners don't learn in traditional ways. As part of our mission, The Wolf School aims to provide the right learning environment for our students to thrive.
- **Access** - We want our students, parents, and staff to have access to the tools they need to succeed. This could mean education and training for families and professional development for staff around the use of existing or new technology as we prepare for next year.
- **Flexibility & Understanding** - We understand that our plan may go through many rewrites and changes due to ongoing and developing recommendations. We are committed to providing as much clarity as possible through the process. This is a confusing and challenging time for families, students, and staff. We promise to handle all questions and concerns with the care and compassion they deserve. As a community we are stronger and more resilient than ever!

Hopes & Aspirations:

- Reopen our building for all students and staff to return in the Fall for full in-person learning
- Build a robust plan for each of the potential scenarios: full in-person, partial/limited in-person, and full distance learning
- Train and educate staff, families, and students to feel confident about returning and prepared for all scenarios
- Frequent, clear, consistent communication with family, students, and community members around our plan and the challenges or changes that come with it

- Work with parents as partners to practice flexibility and collaboration

Process of building the plan:

- Established weekly Wolf School Connected Task Force Meetings (May 8, 2020) with recurrent sub-committee meetings to thoroughly vet and discuss each possibility while developing our reopening plan.
- Sub-groups continue to meet outside of the task force meetings to provide input and feedback to the Task Force for the reopening plan. The sub-groups focused on Teaching and Learning, Health and Safety within the Physical Environment, Social Emotional Well Being, Technology, Business Operations and Communications.
- Examine current research from various resources including the American Academy of Pediatrics, District Management Group, Harvard School of Public Health, Health School Network (e.g., maximizing classroom capacity, social distancing, expanding space for instruction, importance of in-person learning, risk reduction strategies, healthy return to school)
- Create a Q and A form sent to all families and staff to gather feedback and questions about upcoming plans. Feedback on all questions and concerns would be provided regularly to staff and families.
- Send out surveys to staff, families and/or students as needed to gain additional information and data in order to inform decisions and help prepare for the start of the school year as well as to evaluate how the plan is working throughout the next year.

Reinforcing the need to be flexible:

We ask that all parents, staff and students understand that they are partners with us throughout this process. As we enter this uncharted territory, we will all need to practice flexibility, understanding, cooperation and collaboration. Together, we are a team focused on your child's education, health, and development. For the best chance at success, we have to work together. We will evaluate the plan frequently and ensure that it continues to meet the needs of students, staff and families to the best of our ability at all times.

Timeline with major milestones and communications:

- First Wolf School Connected Task Force meeting held on May 8. Meetings held weekly through the summer. Sub-committees meet as needed in addition to the Task Force meetings.
- Send out a survey to all families, staff and students in Grades 4 - 8 to gather information about the distance learning experience from the Spring on June 8.
- Meet with staff on July 17 to review the initial reopening plan and answer questions.
- Send initial plan to families and staff on July 17.

- Begin weekly forums for families and staff on Zoom beginning the week of July 20 until the start of school.
- Share reopening plan with all families, staff, Board and major stakeholders by July 31.
- Publish reopening plan on the Wolf website by July 31.
- Create protocols and guidelines for all aspects of returning back to school as part of the reopening plan. Provide resources and share with families and staff as they are created (e.g., social stories for students on the importance of wearing a face covering, building up tolerance for mask wearing).
- Communicate with the families about back to school orientation plans by August 10.
- Train staff with new procedures and COVID-19 protocols the week of August 24 during Summer Institute.
- Virtual orientation for families with new procedures and COVID-19 protocols the week of August 24.

Communication Goals:

- Be transparent, clear and consistent
- Have our mission and core values guide all communication efforts and decisions
- Inform not overwhelm - communications will be well thought out and detailed
- Be a resource and an authority in these uncertain times

Strengths and Challenges from Spring 2020

The Wolf School Connected Task Force created a sub-group last Spring as part of the Teaching and Learning sub-committee to design and administer a survey for parents, staff and students in Grades 4 - 8. Responses were collected from June 8 - June 12, 2020. There were 3 versions of the survey, tailored to its audience. However, all surveys included questions designed to gather information in the areas of type and length of assignments, student schedule, access to technology support, communication, favorite components of the distance learning program (Wolf School Connected), and suggestions for improvement. The surveys included both open-ended responses and rating scale-type questions.

The **parent** survey was administered to all parents. Of the 64 families, 27 responded, 74% of whom had students in Middle School (Grades 6 - 8) and 26% who were parents of students in Lower School (Grades K-5). When asked to rate a variety of components of classroom programming on a scale of 1 - 5 (one being "not important" and 5 being "extremely important"), over 75% of respondents rated the following as "extremely important": sticking close to the routine of a regular school day, staying connected to Wolf teachers and classmates, maintaining student goal areas, and offering social

emotional wellness activities. A number of open-ended questions were posed to parents with regard to scheduling, technology support, and program components. Key components are summarized as follows:

- Over 75% of parents indicated that a full day of on-line learning was “moderately important” or “extremely important”.
- Most parents indicated that live remote learning was more effective at keeping their students engaged than pre-recorded or asynchronous lessons.
- With regard to student independence and need for adult support to navigate and complete lessons, 55.6% of parent respondents indicated that their child was completely independent or close to independent. Those that indicated their child needed more support noted that it was in the areas of attention to task, completion of movement breaks, and technology support. Many noted that they were able to fade this support as Wolf School Connected progressed. Over 85% of parents commented that the workload assigned to their students was “just right.”
- Students used a variety of technology tools to navigate their day. Over half began with the school issued Chromebook; however, many found these to be inadequate to support the needs of Zoom and experienced navigational issues. Six parents reported that their students used multiple devices (e.g., iPhone or iPad to connect through Zoom and a computer device or Chromebook to complete work on). Eleven parents reported the Mac products (e.g., iPad, desktop, laptop) were the most effective tools for their students to use. A few respondents indicated that the student used a laptop or computer, but did not specify what brand.
- Common requests for technology support from parents included training on Chromebooks and specialized training with regards to programs and applications their child would be using.
- Many parents indicated that they would appreciate support with regard to movement breaks and plans.
- Over 70% of parents indicated they did not attend Wolf School Parent Connected sessions (weekly evening sessions run to provide various training and support for families). The most popular reasons for this were due to difficulties with scheduling.
- Overall, 96% of parents felt supported by Wolf staff throughout Wolf School Connected
- Common parent suggestions for next year included using one platform for all materials and to continue small group learning using breakout rooms if using Zoom.

The **faculty and staff** survey was administered to classroom team members (e.g. classroom teachers, teacher assistants, occupational therapists, and speech language pathologists), specialist support staff (e.g. learning specialists, social emotional educators, art/music/PE teachers), and school administrators (e.g., administrative assistants, custodial, marketing, admissions, business office). Out of 46 faculty and staff, there were 28 responses, 39.3% working in Lower School (Grades K-5) and 57.1% working in Middle School (Grades 6 - 8). The remainder of the respondents were not classroom staff. Overall, classroom teachers comprised 25% of respondents, teacher assistants 28.6%, occupational therapists 17.9%, and learning specialists 10.7%. Speech language pathologists, specialist teachers, and administrators comprised the rest. When asked to rate a variety of components of classroom programming on a scale of 1 - 5 (one being “not important” and 5 being “extremely important”), over 50% of respondents rated the following as “extremely important”: flexible scheduling, connection to the Wolf community, maintaining student goal areas, and offering social emotional wellness activities.

Overall, staff felt well supported and that communication with team members, other staff, and parents went well. A number of open-ended questions were posed to staff with regard to scheduling, technology support, and program components. Key components are summarized as follows:

- The majority of respondents indicated that the Wolf School Connected full day schedule was too long for the students and favored a mix of synchronous and asynchronous activities in the future. The most common suggestion was to shorten the instructional day and continue to include academic subjects.
- The current program was harder for some of the youngest students in Grades K - 4.
- Staff would like professional development in the use of digital data collection and assessment as well as options for digital student programming.
- Many classroom team members had to borrow computer equipment from Wolf and make changes to their internet service in order to meet the needs of an online platform.

The **student** survey was administered to all students in Grades 4 - 8 only. Out of 54 students, there were 34 responses. When asked to rate a variety of components of classroom programming on a scale of 1 - 5 (one being "not important" and 5 being "extremely important"), over 60% of respondents rated the following as "moderately" or "extremely "important: virtual "chill time" with friends, staying connected to Wolf classmates, staying connected to the Wolf community, having opportunities for art and music and a flexible schedule. Student feedback (50% or above) also indicated that important components of the school day included: Literacy, Math, Science, Social Studies, Health, P.E., Art, Music, Morning Meeting, and All School Assembly. Key components from the student survey are summarized as follows:

- Overall, students indicated they learned best via live Zoom lessons, off-line activities, and projects.
- 50% of students preferred small group lessons.
- All students felt moderately to very supported by staff.
- 47.1% of students felt that there was "just the right amount of work" assigned, while 41.2% felt "there was sometimes too much."

Health & Safety	
Assurances:	Plan with Evidence:
Face Masks and Coverings	
Inform students, staff, and visitors of the requirement to wear face masks 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.	Students, staff and visitors will be made aware of face covering policy through various forms of communication to families and staff including emails, weekly parent forums, weekly staff meetings, our website, mailings and social media outlets. <u>Face Coverings</u>

<p>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).</p>	<p>A variety of face masks have been procured:</p> <ul style="list-style-type: none"> • Disposable masks • Cloth masks for all students and staff (Wolf custom logo) • KN95 masks • <u>Clear masks</u> • Face shields
<p>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</p>	<p>This is stated in the face covering protocol above. It is also part of our COVID-19 commitment. We will continue to review the importance of cleaning cloth face coverings daily through email communications, Wolf Weekly (internal newsletter), staff meetings, parent orientation and during the first few weeks of school with the students when they return to the building.</p>
<p>Implement other procedures, as needed.</p>	<p>Additional Resources: <u>Social Story on Wearing Face Masks (for younger students)</u> <u>When Can I Stop Wearing A Mask Story</u></p>
<p>Social Distancing and Organizing Personnel</p>	
<p>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.</p>	<p>Evidence: <u>Group Size and Stable Groupings Spacing and Movement After-School Programs</u></p>
<p>Adjust policies for meeting areas, 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.</p>	<p><u>Group Size and Stable Groupings</u></p> <p>Meeting Spaces:</p> <ul style="list-style-type: none"> • In-person meetings will take place only in groups where 6 ft of distance can be maintained and face coverings can be worn. • Cloth masks for all students and staff (Wolf custom logo)

	<ul style="list-style-type: none"> • We will continue to hold meetings virtually through Zoom and when groups are larger than 5 - 10 people and social distance cannot be maintained (e.g., staff meetings, IEP meetings, new parent orientation, back to school night) <p>Bathrooms:</p> <ul style="list-style-type: none"> • Faculty and staff (48 total) will be separated into three groups and will have designated bathrooms between the faculty room, community room and main office • In our two youngest classrooms, there are bathrooms within the classroom for the students. • In the remaining 6 classrooms, every two classes will be assigned to a designated bathroom to use throughout the year. The bathrooms will be assigned based on their closest location to those bathrooms. <p>Dining:</p> <ul style="list-style-type: none"> • We do not have a cafeteria and students will be eating in their own classrooms with their stable groups. • Any faculty or staff member who is covering lunch must wear a face covering while in the room. • Students will not be required to wear a face covering during lunch, but will be seated at their individual desks while eating.
<p>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</p>	<p>Hallways:</p> <p>All hallways will have signage (arrows) on the floor designating the flow of traffic (up one side of the hall and down another). All markings are spaced 6 ft apart one behind the other as well as 6 ft apart across the hallway from one side to another. It is not often that there is more than one class of no more than 10 students walking in a hallway at one time. There will be signage</p>

	<p>on the walls around the building reminding students and staff of social distancing requirements.</p> <p>Lockers: Students in Grades 6 - 8 will have lockers to store their coats and backpacks. Students will go to their lockers once in the morning when they arrive, once to get their coats for recess and once at dismissal. Students will visit their lockers with their masks on no more than two at a time to minimize congestion. They will have a designated area for their lunch boxes in the classroom. All lockers will be disinfected once during the day and at the end of each day.</p>
<p>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</p>	<p>Evidence: <u>Social Distancing for Lower School</u> <u>Social Distancing for Middle School</u></p>
<p>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.</p>	<p>Classroom Layout (for full in-person and partial/limited in-person scenarios):</p> <ul style="list-style-type: none"> • The largest classes will be in the largest spaces. • Students' desks will be spaced 6 ft apart from each other and 6 ft apart from teacher work spaces. • All students will have an assigned desk and chair. • Students will all be facing the same direction. • If students are working in a small group, plexiglass partitions may be used or physical distancing will have to occur at their own desks 3 - 6 ft apart with masks on.
<p>Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.</p>	<p>All families will notify the administrative assistant before the first day of school if they are in a carpool with any other families. We will ask that all parents/students who are in a carpool where the students are not part of the same stable group, that parents/students wear face coverings while riding in the same</p>

	<p>car or van. We will reinforce with families and students the protocol for transportation from the LEA's in regards to social distancing or face coverings when riding on a bus.</p>
<p>Implement other procedures, as needed.</p>	<p>Specific School Activities:</p> <ul style="list-style-type: none"> • Recess • Playground Protocol • Community and Family Events • Field trips - in-person field trips or off site enrichment activities (e.g., horseback riding, YMCA) will not occur during the initial reopening phase. Virtual field trips will occur during this time and throughout distance learning.
<p>Responding to a Positive Case or Outbreak</p>	
<p>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</p>	<p>Frequent communication with the school community about the sick policy for this school year will be ongoing and reviewed prior to the start of school in weekly parent forums, weekly staff meetings and as part of the regular communication with staff and families through email.</p> <p>PPE for School Nurse and Other Admin Staff</p> <p>Sick Policy for Staff and Students</p>
<p>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.</p>	<p>Evidence:</p> <p>Primary Point of Contact: Anna Johnson, Head of School, ajohnson@thewolfschool.org, 401-829-6499</p> <p>Secondary Contact: Jenn Sparr, School Nurse, jsparr@thewolfschool.org, 401-465-7959</p>
<p>Prepare the school to respond to a positive case or outbreak in the school.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case 	<p>Sick Policy for Staff and Students</p> <p>Protocol for a Positive COVID-19 Case</p> <p>Daily monitoring through the MyMedBot app to look at trends of illness in certain rooms which may warrant a shut down of a stable group or</p>

<ul style="list-style-type: none"> Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, “stable group” or “pod” in which a positive case is located. Closing a portion or entirety of the workspace for a thorough cleaning 	<p>pod for cleaning purposes or due to illness and needing to quarantine staff and students.</p>
<p>Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.</p>	<p>Evidence: Protocol for a Positive COVID-19 Case</p>
<p>Minimizing Access by COVID-19 Positive or Asymptomatic Individuals</p>	
<p>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</p>	<p>Protocol for a Positive COVID-19 Case</p>
<p>Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your school’s screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH’s Community Mitigation Team.</p>	<p>Evidence: Screening and Self-Attestation Authorization/Consent Form For Testing (Link available after August 31st) Health Insurance Form (Link available after August 31st)</p>
<p>Implement other procedures, as needed</p>	<p>COVID-19 Symptoms COVID-19 Commitments for Families COVID-19 Commitments for Staff</p> <p>We will be providing all classrooms with basic first aid supplies so classroom teams can handle basic first aid within their classrooms to reserve nursing skills for COVID-19 related issues and to minimize traffic in the building.</p>
<p>Communication with Staff and Students</p>	
<p>Share information with staff and students to remind them of the requirement to stay home</p>	<p>We will share all of the rules and protocols with the families, students and staff prior to the start of school and review all of the new</p>

<p>if they are sick and inform them of updated sick-time and attendance policies.</p>	<p>sick policies during orientation with the families, during Summer Institute with the staff at the end of August and with the students for the first 6 weeks of school while all classrooms are establishing their new classroom routines and protocols for the school year. In addition, the Chief Business Officer and Head of School will amend the Faculty and Staff Handbook this summer to include all of the updated sick time and attendance policies as they relate to COVID-19 and will review all other changes to the handbook as part of Summer Institute.</p>
<p>Post signs or posters describing the schools rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.</p>	<p>Signage will be posted around the building as well as on the front entrance of the school so visitors can read the rules prior to entering the building.</p> <p><u>Mask Poster</u> <u>Social Distancing Poster Lower School</u> <u>Social Distancing Poster Middle School</u> <u>If Sick, Stay Home Poster</u></p>
<p>Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.</p>	<p><u>Protocol for a Positive COVID-19 Case</u></p>
<p>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</p>	<p>Currently all of our staff, students and families do not require translation or interpreters to access the communication. However, should the need arise, we will ensure that all communications are translated in the necessary languages for all members of the community.</p>
<p>Discuss with or distribute information to staff and students about how the nonpublic special education school will address staff, student, or family concerns.</p>	<p>All information will be distributed regularly to staff during weekly staff meetings, through emails, Wolf Weekly newsletters, one on one meetings with staff, and a Google Form Q and A</p>

	<p>doc where questions and concerns can be submitted. Weekly All School Assembly will occur each week with staff and students virtually to review protocols, address questions and concerns about the “new normal.” In Middle School, advisory occurs three times per week and questions and concerns will be addressed in smaller groups with the students’ advisors throughout the year.</p>
Implement other procedures, as needed.	
Cleaning and Decontamination	
Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.	<p><u>Hand-washing Poster</u></p> <p>Each classroom team will review hand-washing protocols with their students at the beginning of the year and create hand washing/sanitizing schedules and visuals which will be embedded in their school day. Middle School students will be creating videos for younger students in Lower School during their advisory blocks throughout the first few weeks of school involving hygiene, hand washing, social distancing and mask wearing.</p>
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.)	<p><u>Hygiene and Hand-washing</u></p>
Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.	The facilities manager will regularly monitor the supply of all hand sanitizer and soap supplies and will coordinate with the cleaning company to ensure there we are always fully stocked.
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.	We have hired a new cleaning company this year who will be able to handle an increased scope of work, which will include nightly disinfecting of all touched surfaces including classrooms, bathrooms, offices and shared spaces. Should the need for additional deep

	<p>cleaning occur, we will be ready to engage the cleaning company in that effort, as well. Throughout the day, classroom teams and the facilities manager will clean high touch surfaces (e.g., desks, doorknobs, bathrooms) and will follow CDC guidance for schools regarding the appropriate measures for cleaning surfaces and spaces. High touch surfaces will be cleaned, sanitized and disinfected at least twice per day. We will minimize the sharing of any objects, but all shared objects (e.g., balls, sensory equipment) will be cleaned between each use. In addition, shared spaces will also be cleaned in between uses in breakout spaces or rooms.</p>
<p>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.</p>	<p><u>Cleaning and disinfecting protocol</u></p>
<p>Implement other procedures, as needed.</p>	
<p>Industry Specific Guidance and Updates</p>	
<p>Identify and review guidance specific to education and childcare on <u>www.reopeningri.com/</u>.</p>	<p>The Leadership Team will frequently review the guidance regarding education on reopeningri.com. We will also encourage staff and families to visit the website for the most up to date information.</p>
<p>Consult <u>www.reopeningri.com/</u>, the RIDOH website, and the Governor’s Executive Orders on a weekly basis or whenever notified of the availability of new guidance.</p>	<p>The Leadership Team will review all guidance weekly in our administrative meetings. We will take our guidance from community health professionals, RIDOH data and school-wide data to make informed decisions about how we are doing with our reopening plan and procedures. We will make changes and modifications as necessary. Our Leadership Team will continue to assess and monitor current conditions around the state and our community.</p>

Industry Specific Guidance and Updates	
Assurances:	Plan with Evidence:
Instruction (in-person and remote)	
Develop a Return to Instruction Workgroup	There is an Instruction Subcommittee to support instruction, and issues surrounding teaching and learning. Time will also be dedicated during our return to school Summer Institute to address current events and new protocols related to teaching and learning.
Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for differently abled students and supports individualized learning plans and IEPs.	<p>Evidence: Teams will determine appropriate measures to obtain baseline data, whether online or in-person, and also employ use of formative assessments to address student benchmarks/goals and support individual students' plans.</p> <p>Tools available include, but are not limited to*:</p> <ul style="list-style-type: none"> • GRADE (Group Reading Assessment & Diagnostic Evaluation) • GMADE (Group Math Assessment & Diagnostic Evaluation) • Dreambox Placement and Assessments • Lexia Rapid Reading Assessment • Aimsweb Progress Monitoring • Read Naturally (Live) Placement/Assessment • AIMSWEB-Math Progress Monitoring • ALEKS Placement Tools • EDMARK Assessments <p>*The Instruction Subcommittee will inform potential use of online assessment tools.</p>
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 differently abled students.	<p>Evidence: Each student at the Wolf School receives individualized attention from our teaching teams, which comprise a classroom teacher, teaching assistant, occupational therapist, and speech and language therapist. By virtue of our Immersion Model©, learning loss is diagnosed and addressed by multiple strategies available to our teams. Re-teaching, appropriate</p>

	grouping, pacing, and specific accommodations are provided for each student, whether in person or online.
Consider if and when students will still have access to non-core content (electives, etc.)	Electives will occur next year for Middle School students. A schedule with STEAM rotations is being developed. Each class will participate in Science, Technology, Engineering, Art and Music classes in a five to seven week rotation throughout the school year. These classes will be led by our physical education teacher, art teacher, IT specialist, music teacher, and others.
Identify the ways in which distance learning in the fall will be different from and/or similar to the spring	Evidence: Modifications have been made to student schedules to more seamlessly accommodate virtual learning if needed. We are introducing a trimester schedule for blocks such as art and music to minimize interaction of additional staff. In addition, we have built in time during transitions to allow for hand washing and disinfection of classroom spaces.
Demonstrate comparable levels of rigor between online and in-person instruction.	Evidence: Whether instruction is online or in person, rigor and student engagement will continuously be monitored, assessed, and modified to meet student needs. Teaching teams will engage students and families in this process.
Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.	Additionally, as part of progress monitoring and progress reporting, whether virtual or in person, assessment possibilities during this time will continue to be explored. We recognize that conducting in-person assessments may be limited during potential school building closures. As such, we will:
Develop a system to continually monitor learning progress and loss.	<ul style="list-style-type: none"> • Maintain documentation of services both offered and delivered • Maintain records of student attendance and participation to the extent possible if virtual (and track how often a student logged in and participated, for example) • Determine best method of gathering baseline data to inform the IEP and progress toward goals

	<ul style="list-style-type: none"> • Will also note and gather data to reflect how student progress as may be impacted by potential school closure moving forward <u>IDEA Best Practices COVID 2020</u> <p>Evidence: <u>Draft Assessment Calendar 2020-2021</u></p> <p>Examples of tools to both assess and keep track of any data gathered include but are not limited to: <u>Measuring and Reporting Progress</u> <u>Data for Distance Learning</u> <u>Google Drive for IEP goal data</u> <u>Progress Monitoring Support</u> <u>Progress Monitoring Tools</u></p> <p>*The Instruction Subcommittee will inform potential use of additional online assessment tools.</p>
<p>Determine changes to testing, grading, report cards, attendance, and promotion policies.</p>	<p>Evidence: There is a subcommittee to support instruction, and inform issues surrounding testing, grading, report cards, attendance, and promotion policy. We recognize that changes may be warranted.</p>
Remediation and Intervention	
<p>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.</p>	<p>Tools and programs available to teaching teams include but are not limited to:</p> <ul style="list-style-type: none"> • Dreambox Learning • McGraw Hill MyMath • Visualizing Verbalizing / Seeing Stars • Telian Lively Letters • Orton Gillingham Approach • Wilson Reading System • ALEKS • Lexia Power Up • Stern Math • Contexts for Learning • Lexia • Aimsweb • Project Read • Read Naturally (live) • Lucy Calkins • Step Up to Writing • Social Thinking Curriculum

<p>Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</p>	<p>Whether online or in person, learning specialists, occupational therapists, speech therapists and classroom teachers have opportunities throughout each school day to embed opportunities to individually address the needs of each student. Instruction may be implemented individually, in small groups, and in whole group lessons; and various programs are used depending on the individual strengths and needs of each student.</p>
<p>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.</p>	<p>The class sizes at Wolf are inherently small (4 - 10 students) and all receive special education instruction. There is a classroom team including a special education teacher, a speech and language pathologist, an occupational therapist and a learning specialist who all have content knowledge and expertise. All services are delivered within the Immersion Model© and embedded in the curriculum throughout the day. If students require individual support or remediation in a particular area, staff work to address these skills within their daily schedule as part of the school day.</p>
<p>Special Education Services</p>	
<p>Develop a plan to revisit students' Individualized Education Plans in partnership with teachers/ parents/sending LEA to reflect evolving needs</p>	<p>Evidence: Each sending district will be contacted and informed on an ongoing basis to reflect changes and evolving needs.</p>
<p>Identify the school approach to providing co-teaching services as appropriate, push-in service, pull out services, and related services (in both remote and in-person settings).</p>	<p>Wolf's teaching model employs a multidisciplinary, collaborative service delivery. Whether remote or in person, students' services are embedded throughout their school day across settings and content areas.</p>
<p>Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with families/sending LEA. How will the nonpublic school work with the district make up for any missed (re-) evaluation meetings from the spring?</p>	<p>The Wolf School will remain in communication with sending districts to review and assess any updates and/or student needs. If a sending district deems a meeting or evaluation necessary, in person or remotely, Wolf will work with districts to accommodate their specific requirements in accordance with the most up-to-date CDC Guidelines.</p>

Staff Supports

<p>Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</p>	<p>Evidence: A staff survey was completed last spring to determine professional development and training needs for the upcoming school year during Summer Institute and throughout the year. Examples include a follow up to a Google Read and Write workshop provided at the end of last school year, a workshop to support Project Based Learning to expand creative solutions to alternate classroom teaching, as well as training to address topics from diversity and social justice and social emotional wellness during this unprecedented school year.</p>
<p>Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</p>	<p>Wolf will continue support of ongoing professional development. Professional Development days are built into the schedule. We hold weekly staff meetings, and teams are provided weekly common planning time. When virtual, we schedule “unplugged” days for students to allow additional time for seminars, planning time, and or workshops or webinars. We also will assess and apply data gathered from a staff survey completed at the close of virtual learning to determine needs.</p>
<p>Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</p>	<p>Evidence: Wolf will engage consultant(s) during the school year to support staff professional learning offerings around trauma, social emotional learning, restorative practices, and culturally responsive education.</p>
<p>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</p>	<p>Staff Training:</p> <ul style="list-style-type: none"> • Hybrid environment teaching <ul style="list-style-type: none"> ◦ UDL review ◦ Project based learning ◦ Blended learning ◦ Moving to a paperless environment ◦ How to run 2 classrooms simultaneously (1 Online & 1 On-ground) ◦ Using co-teachers and other staff effectively

	<ul style="list-style-type: none"> • Google Classroom refresher <ul style="list-style-type: none"> ◦ Kami ◦ Google Docs/Forms/Sheets/Slides • Other potential hybrid software such as: <ul style="list-style-type: none"> ◦ Seesaw ◦ Socrative (teacher and student) ◦ Pear Deck ◦ Explain Everything • Hardware Training <ul style="list-style-type: none"> ◦ If using multiple cameras and a wireless microphone. We also need to train teachers on how to input switch and swap for smooth transitions <p>Student Training:</p> <ul style="list-style-type: none"> • Mostly “on the fly” training for software and hardware • Zoom, Google Classroom & Kami refresher(s) <p>Parent Training:</p> <ul style="list-style-type: none"> • Parental role in a hybrid environment (How to best support the student at home) • Parents guide to Google Classroom <p>Evidence: Technology Plan</p>
<p>Map what technical assistance and support will be offered during all reopening scenarios.</p>	<ul style="list-style-type: none"> • Step 1: Turn to the Lead Team Tech person to see if the request can be handled internally. If the problem cannot be resolved internally, proceed with the remaining steps. • Step 2: Use the help-request form (NOTE: This step should be completed regardless of the other steps and how the problem gets resolved - can be done AFTER the fact, but helps with tracking issues) • Step 3: If the request is absolutely urgent - send Miles an email • Step 4: If you have not heard back from Miles within 10 minutes of the URGENT request, send Miles a text message • Step 5: Patience <p>Evidence: Technology Plan</p>

<p>Assess the well being status and needs of staff (teachers, admin, specialists) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</p>	<p>A staff survey went out in July 2020 to inform how to best meet staff needs, and this work will be ongoing.</p>
<p>Family and Community Engagement (communication and partnerships)</p>	
<p>Gather feedback from families, students, teachers, and sending LEAs on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into a hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).</p>	<p>Wolf School Connected Feedback 2020</p>
<p>Develop a school-level parent communication strategy to keep parents informed on (1) student progress (2) changes in health and safety guidelines (3) distance learning, as applicable.</p>	<p>Evidence:</p> <p>We will use multiple methods of communication to keep families and community informed</p> <ul style="list-style-type: none"> • Throughout the year, teams will have regular communication with families through email, phone calls and Zoom meetings • Teachers will report on progress quarterly as part of the IEP/learning plan process • All new health and safety information and updates will be communicated with families as needed through email and regular Zoom parent forums/check-ins • Information on distance learning will be communicated to families prior to the start of school and updated once we know we are implementing the distance learning scenario. Any training needed for parents around new technology, resources or supports will be provided prior to the start of school and throughout the year by the technology integration specialist and classroom teams. • We will hold parent orientation, Parent Overview Night and other informational meetings virtually to start at the beginning of the year.

<p>Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</p>	<p>Evidence: Social emotional learning is embedded throughout the day and the “Wolf Way” (be kind, be safe and follow directions) is taught and modeled explicitly. A Social Emotional Questionnaire is given to the students in the fall and the spring assessing seven core areas using a 5 point scale: self-awareness, self-advocacy, empathy, communication, responsible listening, executive functioning and problem solving.</p> <p>The first six weeks are dedicated to allowing the students to slowly transition back into the new school year. All rooms utilize community building activities where they establish group norms and predictable routines.</p> <p>Parent partnership and parent collaboration is an essential part of the Wolf community. Wolf offers monthly Parent Cafes to provide parent support, collaboration and training. Topics include: self-care, mindfulness, coping with trauma/loss, juggling work with kids home, handling child’s worries and fears, consistent communication and updates.</p>
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Social Emotional and Mental Health Support

<p>Assurances:</p>	<p>Plan with Evidence:</p>
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Social Emotional and Mental Health Support

<p>Establish a crisis response team focused on student and staff mental health and wellness.</p>	<p>Crisis response team includes consultant, Dr. Kelley Pistacchio, clinical psychologist, Head of School, Anna Johnson, our school nurse, Jen Sparr and support staff, Amanda Dair, social emotional educator and Lauren Duffy Karlsson, Director of Special Education.</p>
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<p>Designate a mental health liaison who will work with the school, the RI Department of Health, and community partners.</p>	<p>Evidence: Jenn Sparr, The Wolf School's nurse, and Dr. Kelley Pistacchio, our clinical psychologist, will assist with mental health support for students, staff and families by providing consultation and resources to the teachers and families as needed. Dr. Pistacchio and Anna Johnson, Head of School, will work in collaboration as the liaisons for the Wolf School.</p>
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<p>Assess mental health resources - develop a plan to access additional, external support to address staff and students' mental health and wellbeing.</p>	<p>There is a part-time clinical psychologist and social emotional educator as well as the Head of School and other administrators who will be responsible for identifying students and staff who may need additional support. For students, increasing the level of collaboration between the student and outside providers will be critical. This can happen weekly or bi-monthly as needed. In addition, families may need additional assistance with obtaining an outside provider or utilizing mental health supports in their community. Resources will be updated frequently and shared out with the school community on a regular basis.</p> <p>Resources:</p> <ul style="list-style-type: none"> • RIDE's Mental Health Resources • CASEL Roadmap • Trauma Informed Distance Learning • Coping • Self Care • Center for Resilience • Calm • KidsLink • Transforming Ed Toolkit
<p>Screen or evaluate students for mental health needs.</p>	<p>The Social-Emotional Educator and Clinical Psychologist will check in with students, as needed. In addition, 1:1 informal check-ins with team members to evaluate how students are doing will occur during PLC meetings or Wolf Rounds every other week or as often as needed.</p>
<p>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</p>	<p>All check-ins will be documented in a student file and will be discussed with parents, the crisis response team members and outside providers, as appropriate.</p>
<p>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</p>	<p>Reopening Wolf Staff Survey</p> <p>Support Plan:</p> <ul style="list-style-type: none"> • Staff check-ins available with supervisors, Head of School, school nurse and clinical psychologist as needed

	<ul style="list-style-type: none"> • Provide staff with a mental health resources as needed: Mental Health Resources/Contacts • Opportunities for positive self-care practices and mindfulness <ul style="list-style-type: none"> ◦ Weekly staff meetings ◦ Indirect time - allotted for breaks ◦ Planned quiet times • Weekly Q & A sessions with staff prior to start of school <ul style="list-style-type: none"> ◦ Inform ◦ Empower ◦ Support • Evaluate staff perspectives on the pandemic through discussion, future surveys, check-ins, performance and behavior
<p>Provide resources for staff self-care, including resiliency strategies and RIDE’s menu of mental health resources.</p>	<p>Evidence: The social emotional educator will oversee the social emotional curriculum and provide resources to support staff throughout the year.</p> <p>Allow for connection and healing among staff in teams:</p> <ul style="list-style-type: none"> • Develop a team agreements and shared vision • Staff community building activities throughout the year • Reflect with supervisors on growth and goals • Summer Institute training for how to talk to students about COVID-19: <ul style="list-style-type: none"> ◦ Training will avoid fear-based language and misperceptions and establish a common language ◦ Allow staff to talk about their own feelings as everyone is processing differently ◦ COVID-19 training videos ◦ Topics: grief, loss, anxiety • Clear, consistent and frequent communication/updates from Head of School

Reopening Operations	
Assurances:	Plan with Evidence:
Facilities and Maintenance	
Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.	The facilities manager, school nurse, and Head of School have ordered and acquired all necessary supplies including a variety of student and adult masks (cloth, clear masks, KN95), face shields, gloves, gowns, touchless hand sanitizer and soap dispensers, signage, contactless thermometers, a pulse oximetry device, disinfecting supplies and plexiglass movable partitions and barriers for the main office window and administrative assistants desk.
Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.	All staff will receive communication about new protocols and procedures for cleaning and disinfecting prior to the start of school through email and in weekly staff meetings. During Summer Institute when staff return on August 24, all staff will participate in training to ensure cleaning and disinfecting protocols and procedures will be reviewed.
Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.	We have hired a new cleaning company, which will cost the school more money, for the start of the school year who will be able to handle an increased scope of work to include nightly disinfecting of all touched surfaces. Should the need for additional deep cleaning occur, we will be ready to engage the cleaning company in that effort, as well, for an additional cost.
Establish procedures for entering the school building for teachers, students, visitors/vendors.	We have developed comprehensive protocols for: Faculty and Staff Students Visitors and Vendors There is a map of the building to show where the students and staff will be entering and exiting the building each day.
Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.	Fire drills, lockdown drills and evacuation drills will occur in compliance with the guidance from RIDE.

Operations (Budget, Staffing, Scheduling, Food Services)

<p>Develop a high-level picture of the nonpublic special education school budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers - costs or revenues, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.).</p>	<p>Evidence: COVID Budget</p>
<p>Identify staffing changes for the upcoming school year and develop plans for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.</p>	<p>Evidence:</p> <p>All vacant positions for next year have been posted and the TA position and speech pathologist position are filled. Currently, we are hiring for two classroom teachers - one in Lower School and one in Middle School. Interviews have been conducted and classroom observations during our virtual Camp Confidence program have occurred.</p> <p>There have been a number of changes to the staffing budget for next year to give us the most flexibility and opportunity to support students in all 8 classrooms in all three scenarios.</p> <p>We are adding in a number of hours for current staff and hiring two building subs to help with overall coverage needs and to support classrooms if a staff member is out due to illness.</p> <p>The following changes have been made:</p> <ul style="list-style-type: none"> • Classroom teacher increase hours to full time • PE/Health teacher increase hours to full time • Learning specialist increase hours to full time • Hire two building subs • Nurses hours increase from 6 hours a week to 20 hours five days a week for the first 6 weeks, 10 hours five days a week for the remainder of the year <p>Substitute Teacher Policy</p>

<p>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.</p>	<p>Evidence: Our plan is to have the schedules for in-person and distance learning be as seamless as possible and consistent throughout all scenarios. All changes to the schedules will be made for the in-person scenario including time in between classes for cleaning/disinfecting and hand-washing. We are creating longer blocks in Middle School so there are less transitions overall and planning for electives, recess and PE so the students can maintain stable groups throughout the day. In Lower School, specials will be on a rotating schedule to minimize exposure to the specialist teachers in the various stable pods. Art, Music and Health will be taught on a rotating schedule in trimesters during the year whether we are full in-person and in distance learning. All students will eat lunch within the classrooms in their stable groups.</p> <p><u>Overview of Student Schedules</u> <u>Lower School Sample Schedule</u> <u>Middle School Sample Schedule</u> <u>School Calendar</u></p>
<p>Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).</p>	<p>There is no cafeteria at Wolf. Students will be eating in their stable groups within their classroom each day. Every Friday is "Pizza Friday," which will continue next year. There will be a pizza delivery at the main entrance of the building each Friday. Pizzas will be delivered onto a cart and brought into the building by an administrator. Classroom teams will pick up their pizza supplies one classroom at a time in the community room and teachers will distribute the pizza and snacks to the students in their rooms. All students and teachers will wash their hands before and after lunch each day. Students will eat at their individual desks.</p>
Transportation	
<p>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</p>	<p>We have altered the drop off and pick up locations by class. There will be 6 different entrances and exits for the 8 classrooms. Masks will be worn by students entering and exiting the</p>

	<p>building. Students will enter the building and go directly to their classroom by the door closest to their classroom</p> <p><u>School drop off and pick up diagram</u></p>
<p>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</p>	<p>The administrative assistant will compile a list the first week of school of all students who ride vans and buses from sending school districts in RI and MA with contact names and phone numbers of the driver's and van/bus companies.</p>
<p>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.</p>	<p>Evidence: This is not applicable due to transportation being part of students IEP's in order to access FAPE.</p>
<p>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</p> <ul style="list-style-type: none"> • Cleaning schedule • Maximum capacity based on RIDOH guidelines 	<p>Districts are responsible for providing transportation for students coming to Wolf. We will work closely with the LEA to ensure that all RIDOH and RIDE guidelines are followed. We will communicate as needed if any questions or concerns arise or if we are made aware that a student at our school becomes ill. Likewise, we will expect that the LEA's will inform Wolf if there is something we need to be made aware of on a van or bus for a particular student or driver/bus monitor.</p>
<p>Update bus routes, as needed.</p>	<p>Not applicable</p>
<p>Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).</p>	<p>Not applicable</p>
Technology	
<p>Designate a lead technology point of contact.</p>	<p>Miles Henderson, Technology Integration Specialist Email: mhenderson@thewolfschool.org</p>
<p>Develop a return to school technology plan.</p>	<p>Evidence: <u>Technology Plan</u></p>

<p>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gaps in technology needs. Calculate expected cost for technology needs.</p>	<p>Purchases to be made:</p> <ul style="list-style-type: none"> • 16x Document Cameras (2 per classroom + 3 extras already at Wolf for specialists) • 10x Wireless Microphone (1 per classroom + 2 extras for creativity room & other specialists) • 9x iPad cables (1 per classroom + 1 extra for creativity room & other specialists) • 8x WiFi Access points (1 for each classroom) • 1x WiFi Gb Switch from same WiFi company • 10x Zoom Classroom accounts (potentially) • Kami • Extension cords for outside use • Additional Chromebooks & Laptops for teachers and students as necessary <p>Evidence: Technology Plan</p>
<p>Survey families to determine technology needs</p>	<p>Surveys will be sent out on 08/03/20 Technology Survey for Staff Technology Survey for Families</p>
<p>Develop process for inventory of technology:</p> <ul style="list-style-type: none"> • Students utilizing school devices at home • Faculty utilizing school devices at home • Return and sanitation of devices • Tracking computer issues 	<p>Evidence: Technology Plan</p>
<p>Family and Community Engagement (communication and partnerships)</p>	
<p>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 staff and family feedback)</p>	<p>Evidence: Surveys were emailed out the week of July 27 and will be summarized the week of August 3.</p> <p>Reopening Wolf Parent Survey Reopening Wolf Staff Survey</p>
<p>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.</p>	<p>Key stakeholders include:</p> <ul style="list-style-type: none"> • Parents • Faculty and staff • Board of Directors • Community members • Donors • Students

<p>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication.</p>	<p>Our ongoing communication plan will be driven by our communication goals:</p> <ul style="list-style-type: none"> • Be transparent, clear and consistent • Have our mission and core values guide all communication efforts and decisions • Inform not overwhelm - communications will be well thought out and detailed • Be a resource and an authority in these uncertain times <p>We will utilize email, mailings, our website, and social media to ensure that all stakeholders are kept informed of developments and updates in a timely manner.</p> <p>We will craft our communications in a timely and effective manner while also ensuring that the message we are conveying is complete and accurate.</p>
<p>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</p>	<p>We have a private Google Form Q and A document that all families and staff have received to submit questions, concerns and feedback.</p>
<p>Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.</p>	<p>For any concerns or pushback, families and staff are encouraged to contact the Head of School as well as attend weekly parent or staff forums. General questions or concerns will be addressed through frequent written communication, as well.</p>