



***Kingston Hill Academy Back to School Plan  
August 22, 2022***

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## **Kingston Hill Academy Back-to-School Steering Committee**

### Members:

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### Consultants:

Lillian Benoit & Tony Furgo of Ocean State Transit  
Barton Gilman LLP Attorneys at Law Providence RI  
The Kingston Hill Academy Board of Trustees  
Parents/Guardians of Kingston Hill Academy Students



## **Message from the Superintendent**

August 22, 2022

It is a team, not an individual that builds a successful school. Strong leaders empower their teams by trusting them, listening to them, and providing structure and coherence in order that they can accomplish their task. Success comes when groups of people rise up together in support of a common goal. This is how this plan came to fruition and this is how the Kingston Hill Academy community responds to a challenge.

Throughout the task of creating this plan, some realizations have come to the surface. The traditional approach to implementing a new strategic direction as we seek to reopen our doors doesn't apply during a public health challenge. We must take an innovative and agile approach. We've been asked to develop an original and groundbreaking plan to reopen schools heeding health and safety guidelines that are being created and changed continuously. When preparing for in-person learning, our team has realized that we need to be ready to pivot when new information arises. This goes against our human nature (especially those in education). We find comfort in planning and being prepared. We're shaken or even sometimes anxiety-ridden because change can jolt us into consciousness sometimes in uncomfortable ways. However, in these uncertain times, we need to be prepared to shift our thinking and know that we will be okay if pivoting is what we must do. To this end, our plan includes providing information, education, training, mentoring and other support systems, so that competence will reign. The Kingston Hill Academy steering committee is ready to support another full in-person school year at KHA.

I am asking you, the parents, guardians, staff and students of our community to stand with us as we navigate this new uncharted territory and adjust our sails together again.

Thank you to all those committee members for their tireless efforts and to my incredible, resilient staff who have proven that they can roll with the punches and still come out on top. You inspire me every day and empower *me* with your perseverance.

Thank you.

In partnership,

*Alison J. Carr*

## Vision and Guiding Principles

### MISSION

Kingston Hill Academy is dedicated to providing students with the opportunity for an inclusive, individualized, and challenging curriculum that supports them to reach their full potential.

### CORE VALUES

- Children need a safe, encouraging, and nurturing learning environment
- Learning should be engaging and inspire children to be lifelong learners
- Curriculum and must be of high quality and instruction differentiated to meet the needs of all learners
- Fostering confidence is the key to success
- Data will drive instructional decisions
- Education should integrate the social, physical and emotional needs of all learners
- High expectations lead to increased student achievement
- Family Engagement enhances student learning and achievement

### GUIDING PRINCIPLES

- **Preserving health is most important.** We will leverage science, data and public health leadership to inform the choices we make with regard to protecting the health and safety of our families, students, and staff.
- **Communication and Transparency is paramount.** We will consistently reach out to the Kingston Hill community through various modes of communication to share what we know and be honest about what we do not know. Communication will attempt to be clear as to what is within our control and what is outside of our control.

- **Being mindful of equity will ensure that we have everyone’s best interest at heart.** We will strive to give students, staff, and families what they need to the best of our ability, knowing that everyone’s situation is unique.
- **Those at a granular level will take the lead and become decision-makers.** We will bring together diverse stakeholders to understand the realities on the ground and develop and share creative solutions.
- **An adaptive approach to planning will help us to be nimble and flexible, ready to pivot to a new approach as new information becomes available.** Given this is a public health challenge that is extremely large in size and scope, we will commit to seeing this plan as a dynamic one.

## **The Development of the Back-to-School Plan**

- Volunteers were solicited through community outreach to all stakeholders.
- A survey of volunteers availability for a weekly Zoom meeting was conducted.
- A Purpose Statement with outcomes was established and discussed.

### **KHA Readiness Team Purpose Statement:**

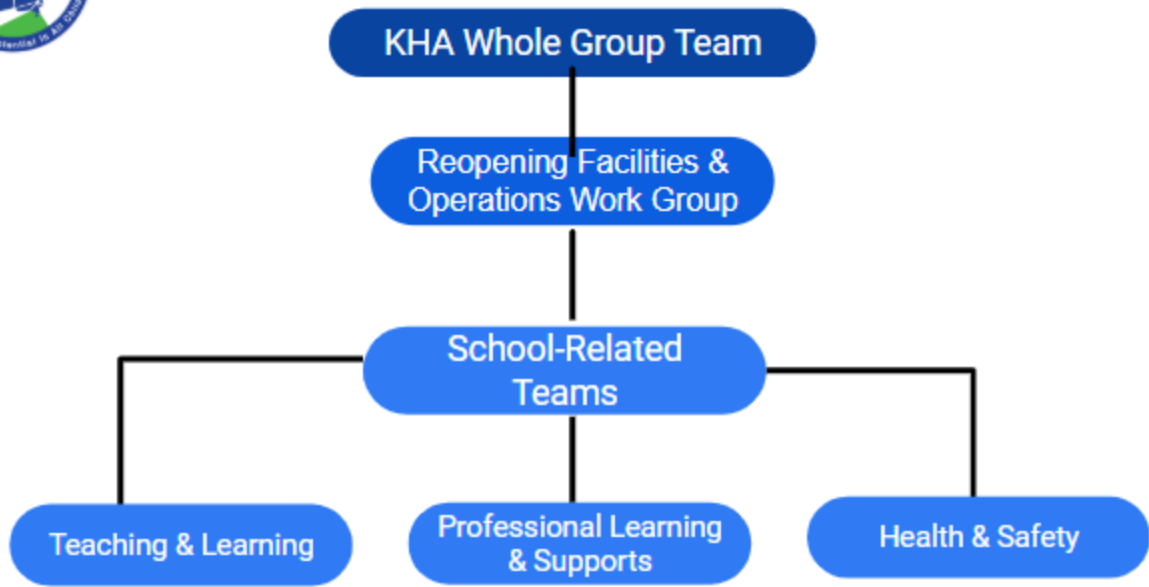
The Kingston Hill Academy Readiness Planning Team served as a steering committee during the COVID-19 global pandemic to ensure continued high-quality teaching and learning opportunities for all KHA students while adhering to RIDOH and RIDE guidelines to promote a healthy and safe learning environment for students and staff.

The Readiness Planning Team has worked to:

- Evaluate and Analyze current and future planning of all learning practices
- Comment on various developed action plans at the school level
- Assist with developing action plans for continued high-quality instruction



## KHA Readiness Planning Team Structures



<b>KHA 2020-21 Readiness Planning Team/Work Groups</b>	
	<u>Leader/Co-Leader</u>
<b>Facilities &amp; Operations Group (Admin, Office &amp; Board):</b> <u>Budgeting (state and federal funding, local budget), transportation, food Services, facilities, HR.</u>	Alison Carr & Jennifer Cunningham
<b>Teaching &amp; Learning Work Group:</b> <u>Transitioning back to school, instruction, &amp; supports for vulnerable students.</u> <i>Build a Teaching &amp; Learning working group composed of diverse and representative stakeholders, such as school leaders, parents and teachers.</i>	Kerri Dailey & Kim Charest
<b>Professional Learning &amp; Supports Work Group:</b> <u>Curated resources and state &amp; local supports.</u> <i>Build a Professional Learning working group, composed of diverse and representative stakeholders, such as school leaders, teachers, support staff, and non-certified staff (TAs).</i>	Drew Virbila & Wendy Gariglio
<b>Health &amp; Safety Work Group:</b> <u>Facilities, health, &amp; safety measures for school staff, students, &amp; their community.</u> <i>Build a Health &amp; Safety working group, composed of diverse and representative stakeholders, such as school leaders, teachers, school nurse, mental health support personnel. This may be your existing building-level Crisis Team or Wellness Team.</i>	Judy D'Angelo & Jeannine Marot

### **4 Work Groups**

**Teaching & Learning - Leader(s):** Kerri Dailey & Kim Charest

Members - Cecilia Francis, Laurie St. Clair, Lori F., Pam Z., Drew Virbila

Areas for consideration: Instructional day/hours; RTI; Blended Learning opportunities; PD for teachers

**Health & Safety - Leader(s):** Judy D'Angelo & Jeannine Marot

Members - Qi Liu, Paul Meleedy, Amy Walker, Alison Carr, Kerri Dailey

Areas for consideration: Mask wearing protocols, scheduling, pick up/drop off procedures (overlap with Facilities/Operations); Symptom monitoring, Covid symptom screening

**Professional Learning and Supports - Leader(s):** Drew Virbila & Wendy Gariglio

Members - Lori W., Melina Lodge, Kerri Dailey, Pam Z., Michelle Snowden

Areas for consideration: Social Emotional screening and supports, professional development/training, employee mental health initiatives, support for differently abled and special populations

**Facilities & Operations - Leader(s):** Alison J. Carr & Jennifer Cunningham

Holly Norberg, Susan Wilcox, Pam Z., Manuel Orellano, Kerri Dailey

Areas for consideration: bus transportation, pick up/drop off, facilities cleaning procedures, retro-fitting building to accommodate objectives from health & safety, lunch procedures, schedules

- The Superintendent divided the RIDE template into four templates for each work group to collaboratively put together their piece based on the guidance.
- Work Groups met in between steering committee meetings to work on their template.
- Templates were shared with the Superintendent and the steering committee discussed them weekly conducting a peer review.
- Surveys were sent to stakeholders as they aligned with the templates, but were only sent out by an administrator representative and they were timed to not inundate stakeholders.
- Data collected from surveys of different stakeholder groups was incorporated into action plans.



## Health & Safety

Although many questions remain, the preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from Covid-19 infection. In addition, children may be less likely to become infected and to spread infection. Policies to mitigate the spread of COVID-19 within schools must be balanced with the known harms to children, adolescents, families, and the community.

Kingston Hill Academy acknowledges that COVID-19 policies are intended to mitigate, not eliminate, risk. No single action or set of actions will completely eliminate the risk of Covid-19 transmission, but implementation of several layered interventions can greatly reduce that risk. Below are the following interventions that have been implemented at Kingston Hill Academy to aid in the safe daily operation of our school.

### Face Masks and Coverings

At this time face coverings are optional for students and staff and visitors. KHA will adjust our policies as needed based on community Covid-19 levels and RIDOH/CDC guidance.

Disposable face masks will continue to be available if needed to every student and staff member who would like one.

### Bathrooms and Cafeteria

#### **Bathrooms:**

KHA will utilize CDC guidance for cleaning and disinfecting all bathroom facilities.

#### **Dining/Cafeteria:**

- Students will eat lunch in the cafeteria/multi-purpose room.
- When possible, outdoor dining is also encouraged.

## Responding to a Positive Case or Outbreak

**KHA's contact for RIDOH/RIDE on a positive case is Judith D'Angelo RN, KHA School Nurse, 401-203-9296.**

**KHA will continue to follow sick policies in alignment with the *The Outbreak Response Protocols: PreK-12* and communicate it to staff, students, and families.**

### **Students:**

- Any students experiencing symptoms of COVID-19 before the school day begins should stay home. Messaging to parents will be to keep their child home if any signs of illness occur.
- As per the illness policy at KHA, students who exhibit signs of illness should remain home and contact their doctor for guidance. Students may return to school when symptoms have improved, when they are fever free for 24 hours without fever reducing medication and have been 24 hours free from vomiting.
- If a student develops COVID-19 symptoms while at school, the child will be escorted to the health office for assessment by the school nurse.
- If necessary, parents/guardians will be notified to pick up the student as soon as possible.
- Parents/guardians will seek medical advice for the student as needed.
- If a student receives a Covid-19 test result that is positive, the student must complete a period of isolation of 5 days and is encouraged to wear a face mask at school for an additional 5 days.

### **Staff:**

- Anyone who feels ill before the school day begins must stay home.
- If a staff member develops any symptoms of COVID-19 while at school, they should go home and contact their doctor for guidance.
- If the test result is positive, individuals must complete a period of isolation of 5 days and are encouraged to wear a mask at school for an additional 5 days.

## Minimizing Access by COVID-19-Positive or Symptomatic Individuals

**Parents will be instructed to keep their child at home if they are ill.**

**KHA's school nurse will have an identified area to separate or isolate students who may have COVID-19 symptoms while they await pick up by a parent/guardian. Parents will need to pick up as soon as possible.**

### **Screening Students and Staff**

- Parents/guardians are strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening. Kingston Hill Academy families have proven that they are adept at identifying when students might have symptoms of infectious illness and have acted by staying home and/or calling our school nurse when unsure prior to their arrival at school.
- Staff will self monitor and follow the Stay-Home-When-Sick policy as outlined in the Employee Handbook.
- Students and staff who have any symptoms of illness should not attend school.

### **Personal Protective Equipment (PPE)**

Kingston Hill Academy will continue to keep a supply of PPE on site to use as needed..

## **Communication with Staff and Families**

- In the event of a cluster of confirmed positive cases of COVID-19 in a classroom, families will be notified via email as needed by administration/school nurse.
- Covid updates are also included periodically in the weekly newsletter to families and staff and available in varying formats as necessary.

## **Cleaning and Disinfection**

The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread.

As always, frequent handwashing will be used as a modality of containment that is vital and students will frequently wash their hands.

- Every classroom at Kingston Hill is equipped with soap and a sink to provide each classroom with their own hand washing station in addition to bathrooms.
- Custodial staff will check as part of their daily routine to monitor supplies for soap and hand sanitizer and replenish as needed.

### **Cleaning Surfaces and School Areas**

Normal school cleaning practices will resume

- KHA will adhere to CDC guidance for schools regarding the cleaning and disinfecting of all surfaces and spaces, and to the general CDC guidance on the process of cleaning, sanitizing, and disinfecting surfaces.
- KHA will use EPA approved disinfectants recommended for combating Covid-19.
- Only products labeled safe for humans and the environment, as well as products that are not strong respiratory irritants or asthma triggers, and have no known carcinogenic, reproductive, or developmental effects will be used while students are in the building.
- If disinfection is needed while children are in the classroom, adequate ventilation will be in place and non irritating products will be used.
- All cleaning is done by a third party vendor who is trained in the use of the necessary equipment and chemicals.
- All cleaning will comply with RIDOH regulations and CDC guidelines.



## **Teaching and Learning**

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

KHA would utilize the same [portfolio of assessments](#) that we have utilized in the past. However, the school will also be utilizing progress monitoring more often to help continually monitor learning progress and loss. This is done through a combination of STAR, Freckle, Lexia, Orton

Gillingham, and DIBELS assessments, but the team is also piloting both Achieve3000 and Reflex math for both benchmarking and progress monitoring in math. Additionally, for assessing learning progress and loss for differently abled students, the teaching team will administer the same assessments, but will continue to provide additional modifications and accommodations based on student need.

The three special education teachers will administer and oversee the assessment of students with IEPs. The ELL teacher will oversee the assessment of multilingual students including the WIDA screener and ACCESS test. The 504 Coordinator will provide guidance to teachers for assessing students with disabilities as outlined in their 504 Plan.

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

KHA will account for learning loss in a variety of ways. First, teacher teams signed up in June for a [Summer PD Sign Up](#), which is a full day of differentiated professional development based on Needs Assessment survey feedback and End-of-Year Student Data. For example, in some instances, these full days with administrators, focused on identifying the previous grades power standards [5th Grade Math Power Standards and Screener](#) and developing a [Math skill screener.docx](#) based on the prerequisite power standards. The screener will be given to students at the start of the school year and an item analysis will be done of the results to pinpoint specific areas where students will need skills taught to be successful in the current grade's curriculum. Administration will help lead some curriculum mapping activities to help pinpoint the core standards that will be addressed during this time. Additionally, all classroom teachers will be required to teach content in small, differentiated groupings (no more than 6 students) to address any academic gaps that there may be. To support this work, summer PD days include best practices in guided math instruction, and preparation and planning for small group instruction. Administration will also follow up throughout the school year with enhanced training on response to intervention, and best practices in incorporating the science of reading. Finally, both federal grant funding and the LEAP report priorities have been aligned with these goals and activities.

The school has also dedicated portions of Staff Orientations (to be held Aug. 29-30 to cross-grade conversations to communicate any individual student or class-wide academic gaps due to pandemic-related learning loss. Once the school year starts and students have been assessed, classroom teachers may also need to reteach areas that may be lacking. To compensate for this,

more opportunities to integrate social studies and science topics into literacy and math will be sought to maximize learning time.

Kingston Hill Academy's systems of professional growth and improvement is collaborative, data driven, and job embedded. It begins with 1 summer pd day differentiated by small groups of teachers. For example, a grade level team or all itinerant teachers may come in on the same day. Prior to the first day of school, professional learning continues with 2 additional PD days directly before the students report to school the first day. In addition, regular professional development is built into our school year. We do this through grade level weekly common planning time with teachers, teacher assistants, special education, and administration. Topics may include lesson development, analyzing student data, designing strategies for specific students with disabilities or sharing RTI data to improve student achievement. Monthly grade level meetings focus on upper and lower grade level issues and/or topics. Quarterly after-school teacher meetings focus on professional growth based on staff needs and as always include itinerants and support staff.

Various staff may be responsible for PD and facilitating shared learning during these times. Teacher leaders provide guidance to staff in need of improvement in any area of the RI Model rubrics and meet with administration monthly to plan professional learning agendas, and to identify and address school needs. Teacher Leaders work with the administration and the school governing board on school initiatives and carrying out strategic goals. This builds the capacity of the staff and develops them as teacher leaders in a meaningful way. Itinerants meet with administration once per month to address their specific needs as well. Finally, administration meets with support staff monthly or more often if the need arises to ensure the implementation of our school-wide social emotional learning program, help develop our school social skills groups and identify and address the individual needs of teachers and students that equate to their service delivery.

Student data is regularly monitored for achievement gaps during weekly common planning time. Teachers in need of support in closing these gaps are provided additional coaching and/or guidance by administration, and teacher leaders. The RI model rubrics are used as a tool for guidance and monitoring in areas of improvement. Regular, timely and detailed feedback is given to these teachers and an improvement plan is implemented if needed. Additional school wide PD is provided if/when a trend is noticed among all staff or student data or in the case of rolling out a state-wide initiative, such as the Right to Read Act training.

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

Testing, grading, report cards, and promotion policies will not change because KHA was fully in-person last school year and will be again. Attendance of course remains a moving target

during these uncertain times and the same emphasis will be placed on remaining home if showing signs of any symptoms of Covid-19.

Our current policy is that students are identified for retention through a portfolio of assessment scores. If a student is deemed to be in jeopardy of suffering from a larger academic gap in the next grade level, a team of teachers, administrators, and parents discuss possible retention. Ultimately this decision is made by families and not the school itself. The decision to promote still will ultimately be made by families after the school presents the pertinent information and concerns.

## Remediation and Intervention

**Develop a process for identifying students potentially in need of additional support (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 students and differently abled students should be noted in the plan.**

The school will follow the same [historical RTI procedures](#) regardless of learning settings. Classroom teachers will continue to refer students based on learning gaps identified through the portfolio of assessments given in September. Students who perform in the red in a variety of assessments will be referred to RTI for an 8-week intensive intervention. Any student who continues to show learning gaps will continue with another round of RTI. Students who make appropriate gains based on the criteria in the assessment portfolio may no longer be receiving RTI support in the specific skill area, and therefore RTI will either be discontinued, or the student may receive RTI interventions for a different skill area noted through data analysis. Classroom teachers, special educators, and administrators will also continue to schedule CPT one time per week to discuss students' academic and social/emotional needs. Students needing social/emotional support will be referred to the school's social worker as deemed by the MTSS team.

KHA has a robust MTSS system of supports that are multilayered and integrate both academic and social emotional needs. KHA's professional learning plan includes enhancements to this system as well as response to intervention.

## Special Education Services

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

All students will continue to receive their services laid out in their current IEP's. It still is possible that some students may have a larger academic gap due to previous remote learning. This may result in switching push in services to pull out services if the team deems it is necessary. Also, students may be pulled out with one other student who is working on the same skills if necessary. It is important to note that any decisions made regarding student needs, are done on a case-by-case basis, and by the student's support team, including parents.

KHA works closely with families to address students' needs while also balancing the new reality of the possibility of remaining home for a short period of time. Since every student is different, there will not be one standard method of addressing students' IEP needs. If a student is home for a short period due to illness, Special Education Staff will make sure that teachers post assignments that take into consideration their student's accommodations and modifications so that their needs are being met to the fullest extent possible through the digital platform that students will access while at home for completing assignments. Finally, special education and other support services, such as speech, will continue while the student is at home to the fullest extent possible in a virtual environment until the student returns to in-person.

In extreme cases, if there is any missed service time, KHA will have an IEP meeting with parents and the team as soon as practicable. The team will determine if Compensatory/ Recovery Services are required due to Covid 19-related absences..

## **Other Professional Learning and Supports**

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

In addition to enhanced Response to Intervention and differentiated PD for teachers that will specifically address learning loss, as mentioned above, other school professional learning will focus on four distinct categories: *Technology, Non-Violent Crisis Intervention & other best practices in addressing the behavioral needs of students, Progressing toward the adoption of a high-quality ELA curriculum, and Expanding the reach of our Social Emotional Learning Program.*

Technology - KHA has further developed its technology committee to include all stakeholders. This committee will meet monthly to develop a five year technology plan, to address the professional development needs of teachers with regard to technology, and to share and research best practices in the utilization of technology in the classroom.



Non-Violent Crisis Intervention (NCI) & Addressing the Behavior Needs of Students with Specific Disabilities - KHA staff are annually trained in the Crisis Prevention Institute's program, *Non-Violent Crisis Intervention (NCI)*. Nonviolent Crisis Intervention (NCI) training is perfect for primary caregivers, educators and human service professionals who directly intervene in crisis situations, teaching staff de-escalation techniques and strategies for handling students in crisis. This training is delivered by a Board Certified Behavior Analyst and National NCI trainer each year to all staff that interact directly with students. Additional, more intensive training is required for KHA's 9 member crisis team.

Adopting a High-Quality ELA Curriculum - The RIDE Office of Instruction, Assessment and Curriculum in conjunction with EdReports have created an intense year-long series of training on best practices in the process and procedures of adopting a high-quality curriculum. KHA's Leadership team began working with other school districts in a cohort model in July 2021. After a year-long review of curricula, the Leadership Team selected the Wonders 2023 Curriculum and this decision was fully approved by the KHA Board of Trustees.

#### Social Emotional and Mental Health Support

KHA will continue to be focused on student and staff mental health. Support initiatives will be facilitated by our school social worker, **Gwendolyn Gariglio (mental health liaison for KHA)**. Our goal is to provide resources, coping strategies and supportive mechanisms to help build resilience and lessen the stress and trauma brought on by the pandemic. Our social worker will facilitate staff meetings on topics that will aid in reducing anxiety, and increasing efficacy both personally and professionally. Finally, our mental health professional will do personal 1:1 check-ins with staff to establish a more personal support mechanism for staff, enhance our social-emotional learning (SEL) practices across the school, and implement a more formalized process for addressing student SEL needs.

KHA will continue to provide information to staff on the training offered through BRIDGE-RI on trauma-informed practices that can help teachers provide social and emotional support in the classroom. Since the school social worker will be assessing students' social and emotional needs through the *DESSA for Second Step Education Screener* to start the school year, classroom teachers will be provided with assistance on how to help address students' SEL competencies. To further connect the Zones of Regulation color code system that students are familiar with, classroom teachers (in combination with the school social worker) will also teach students appropriate coping skills for students to use to help regulate their emotions.

KHA is also conscious of the mental health and well-being of its staff. The school will provide resources for self-care and mental well-being for staff members, such as mindfulness and yoga

practices. In November of 2020, the Allonehealth.com Employee Assistance Program was rolled out in order for staff to be able to take part in activities that encourage self-care and to provide resources paid for by KHA to enhance their personal life. A monthly newsletter via email to staff highlights some of the benefits available to them if needed and serves as a reminder that this benefit is there to support them if needed. Finally, KHA support team will provide resources for staff self-care, including resiliency strategies and RIDE's [menu of mental health resources](#).

## Family and Community Engagement (communication and partnerships)

### **Gather feedback from families, board members, teachers, and leaders on the SY20-21 experience and hopes for SY21-22.**

Based on the results from that survey, Classroom teachers provide frequent and timely feedback on student progress. The school will continue to communicate student progress through progress reports (Q1 and Q3) and report cards (Q2 and Q4) as we have done in the past. Teachers are expected to provide frequent communication to parents to alert them of any issues, celebrate successes, and just check-in to inform a responsive and supportive classroom environment for students.

Communication about any changes in health and safety guidelines will be done by administration through weekly (or more frequently) newsletters. The School Nurse will also help communicate these changes when possible. Additionally, the Head of School, and School Nurse are accessible via telephone to any member of the KHA community to communicate or troubleshoot any health and safety issue and to answer any questions.

Support will be given through [digital tools](#) tutorials, [tech support](#) links, etc. Any grade-level specific changes will also be communicated by classroom teachers.

KHA has adopted Class Dojo school-wide to further increase consistent communication with families and staff. [ClassDojo](#) is an educational technology communication app and website. It connects elementary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages. Finally, the KHA PTO provides weekly emails to families and notices and information are also posted via the KHA Facebook page.

## Facilities & Operations

### **Building and Maintenance**

Kingston Hill Academy uses Cleantech Services Inc. and they provide KHA with experienced and skilled cleaning staff both during the day with their porter services, and at night with a cleaning crew. Therefore, KHA has access to the highest quality cleaning products that are inventoried and ordered on a regular basis. Our day porter serves as a dedicated operations manager that assists with and oversees all aspects of cleaning, both throughout the school day and at night.

Our operations manager has served on the work group responsible for reopening operations and therefore has reviewed both the RIDOH and CDC guidelines on cleaning and sanitizing protocols. It was determined through this process that the additional part time custodian hired will be needed again to work 5 hours per day to accomplish all the cleaning tasks needed to ensure health and safety.

- Hand sanitizer will be available at touch points throughout the school and staff will regularly remind students to utilize it.
- Regular hand washing will be encouraged and sinks in each classroom aid in this endeavor.

### **Fire Drills and Evacuation**

- All pre-pandemic fire drill and evacuation procedures will be implemented.

### **Budgeting**

- A high level picture of the budget projecting out five consecutive years has been generated and is a dynamic document that continues to be updated regularly.

### **Staffing**

- Substitutes - we have 2 substitutes and will participate in recruitment efforts for substitutes.
- Our full time STEAM coordinator could sub for either a classroom teacher or an administrator; and then teachers teach their own art block.
- Our EL teacher who is .5 FTE could potentially be repositioned to sub or moved to full time to fill in where needed.
- Every classroom has a teacher assistant and therefore, teacher assistants who have the appropriate certification may be repositioned to sub as well.
- All substitute teachers will adhere to all health and safety guidelines as outlined in this plan.

### **Food Service**

- As indicated previously, students will eat lunch in our large capacity multipurpose room with their class.
- KHA has one lunch aide in the kitchen who will be dedicated to safe meal preparation and distribution.
- KHA uses disposable trays.
- KHA serves individually plated meals.

- Students are not allowed to share food.

### **Transportation**

- The wearing of face masks is optional on school buses.
- Arrival and dismissal procedures worked well last school year and kept our community safe, so they will not change.
- Buses and cars were staggered and a drive-through-type system was used.
- Seating charts will be made by the bus company and kept up to date as needed.
- There will be assigned seating as needed on buses and preference will be given to have siblings sit together.
- Buses will follow RIDOH/CDC health and safety recommendations.

### **Technology**

- The KHA Technology Team (as previously mentioned) is led by KHA's Technology Integration Specialist & a Board member with IT expertise.
- The team is made up of administrators, parents, teachers, and other staff members, including the KHA Facilities Manager.
- The Board of Trustees recently adopted a Chromebook Policy Handbook that was snail mailed to families. Families must read, review with children and sign and return.
- Teachers will also complete an orientation with students within the first few days of school and have them sign a Student Contract on appropriate use of technology.
- A 5 year technology plan is in development, and a monthly meeting with our IT vendor, CMIT Solutions allows us to consistently assess software, hardware and connectivity needs. KHA has 1:1 Chromebooks for grades 1-5 and a class set for use in Kindergarten.