

LEA Name: TIMES² Academy (K-12)

Point of Contact: Christianne M. Fisher, Elementary Principal (K-6)
Jennifer Aguiar, Middle-High Principal (7-12)

Contact information: Christianne Fisher cfisher@times2.org 401-595-5084 (cell)
Jennifer Aguiar jaguiar@times2.org 401-527-9537 (cell)

Message from the TIMES² Academy Board of Directors

TIMES² Academy, like other schools in Providence, have partnered and consulted with our state and local governments, as well as, healthcare professionals to begin the process of reopening our school for in-person instruction, services, and supports all while working to ensure the safety of TIMES² students, staff, and family members.

Our primary goal is for our school to be a 'COVID-free' environment by working with our state and local governments (RIDE/PPSD/DOH) partners to establish consistent on-site safety precautions that are regularly monitored, as well as relying on flexible arrangements like staggered scheduling and virtual learning to supplement work we would normally conduct in-person.

When The Academy went to a Distance Learning plan last spring, the teachers, students, and families were able to adjust to this new way of instruction delivery with courage and dedication. We were able to support our families with laptops and access to technology with IT support and trouble-shooting as problems arose. Our staff continues to be highly effective in their collaboration efforts with each other, as well as with parents and students. They continue to go above and beyond in trying to supplement curriculum and student support with online digital support programs.

However, we also recognize that there were a few areas that fell short due to the COVID 19 pandemic and State of Emergency. Like many other schools in our district; Truancy and digital fatigue became issues in the fourth quarter. Students and families were tired of the lack of in-person contact and lacked enthusiasm, especially after knowing that their fourth-quarter grades could do them no harm. For students K-12, it became easier not to engage and not attend the virtual learning platforms once this was announced. Our teachers who would begin each day prepared with DSL tools, eager to share the lessons of the day found many empty seats.

This summer we sponsored a program to enhance students' skills sets in the Common core for grades 1-9 in both ELA and math. Students were given preassessments and targeted instruction in areas of weakness. The purpose of this virtual program was to address the gaps that may have occurred, during distance learning. Students are

demonstrating progress. The program will continue into August and the goal is to transform into supportive after-school labs in the fall.

Because we want our students, families, and staff to feel as comfortable as possible returning to our Campus, our plan is meant to be a draft for discussion and feedback. As you review it, please consider providing us with feedback using the survey links that will be on our school's website and participate in virtual feedback sessions and meetings. The dates, times, and links for these meetings will be posted to our school's website.

1. Vision and Guiding Principles for Re-opening

Decisions about reopening schools are all guided by the latest recommendations provided by the Centers for Disease Control (CDC), directives from our state and local governments, as well as consultation with health professionals. The day-to-day status of COVID-19 cases will likely fluctuate in the coming months and continue to vary from region to region within the state and our city. This means while we cannot predict with certainty what the COVID-19 cases will look like in Providence in 1, 3, or 6 months, we can rely on a series of guiding principles to help us in our decision making, evaluate those decisions, and, if necessary, make adjustments.

At the same time, we will not lose sight of the mission of TIMES² Academy and its priorities and goals. The following guiding principles will be considered as we make decisions about how we reopen our school to its students and staff. When faced with a strategic challenge and decision, we will consider how to:

1. Ensure the health and safety of students, families, and staff by adhering to public health recommendations;
2. Focus on continuing to raise student achievement by developing student-centric learning pathways, utilizing in-person and/or virtual learning options, that meet the individual needs of students and families in a limited resource environment while still addressing the whole child;
3. Comply with our federal, state and local laws and regulations;
4. Maintain fiscal responsibility and a balanced budget;
5. Collect and review up-to-date data and information from TIMES² Academy stakeholders to revisit plans as needed to ensure safety, equity, and efficiency in their implementation.

This document will be REsubmitted to RIDE on **July 31, 2020**.

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Face masks and coverings		
X		a. <i>Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.</i>
X		b. <i>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (i.e. in the event of loss or damage).</i>
X		c. <i>Inform staff and students of the need to clean</i>
		d. <i>Implement other procedures, as needed.</i>
Social distancing and organizing personnel		
	X	e. <i>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.</i>
X		f. <i>Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.</i>
X		g. <i>Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X		h. <i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X		i. <i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
		j. <i>Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.</i>
		k. <i>Implement other procedures, as needed.</i>
Responding to a positive case or outbreak		

X		<p><i>l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i> <i>Ppsd and TIMES 2 handbook - updated????</i></p>
	X	<p><i>m. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE.</i></p>
X		<p><i>n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include:</i></p> <ul style="list-style-type: none"> <i>● Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case</i> <i>● Ensuring sick/attendance policies accommodate any</i> <i>● Closing a portion or entirety of the workspace for a thorough cleaning</i>
	X	<p><i>o. Describe your plan for managing staff and students if or when a someone in the building tests positive for COVID-19.</i> <i>Staff memo in may</i></p>
Minimizing access by COVID-19-positive or symptomatic individuals		
X		<p><i>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.</i></p>
	X	<p><i>q. Established screenings that can be conducted verbally, by app, by phone, or by another method including, if necessary, the posting of an informational poster that communicates the screening requirements. Describe your district's screening process and the communications that have been issued to staff and families instructing them to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19. Align policies to RIDOH's Community Mitigation Team.</i></p>
		<p><i>r. Implement other procedures, as needed</i></p>
Communication with staff and students		
X		<p><i>s. Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i></p>
X		<p><i>t. Post signs or posters describing the district's rules for wearing of masks, social distancing of six feet between people, and specifying, at the entrance of facilities, that sick individuals should stay home.</i></p>

	x	u. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
x		v. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
x		w. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
		x. Implement other procedures, as needed.
Cleaning and decontamination		
		y. Instruct staff and students to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially before they enter and exit a classroom, prior to any mealtimes, and after using the restroom.
x		z. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)
		aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.
x		bb. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
x		cc. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
		dd. Implement other procedures, as needed.
Industry specific guidance and updates		
x		ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .
		ff. Consult www.reopeningri.com/ , the RIDOH website, and the Governor’s Executive Orders on a weekly basis or whenever notified of the availability of new guidance
		gg. Stay in touch with key community partners regarding education and childcare specific guidance

TIMES² Academy (K-12) - Health and Safety Plan

In compliance with the Providence Public School District, TIMES² Academy will follow the attached Health and Safety Plan, but have designated its own liaison group for RIDOH.

PUBLIC HEALTH GUIDANCE

HS - Assurances:

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan.

X	1. <i>Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.</i>
X	2. <i>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).</i>
X	3. <i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i>
X	4. <i>Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.</i>
X	5. <i>Designate 6’ spacings and other social distance policies in high traffic areas (hallways, etc.).</i>
X	6. <i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X	7. <i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
X	8. <i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	9. <i>Prepare the district to respond to a positive case or outbreak in a school building or central office.</i>
X	10. <i>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</i>
X	11. <i>Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>
X	12. <i>Post signs or posters describing the district’s rules for wearing of masks, social distancing of six feet between parties, and specifying, at the entrance of facilities, that sick individuals should stay home.</i>
X	13. <i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>

X	14. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.
X	15. Make hand-washing facilities with soap and running water available to staff, students, and visitors or provide hand-sanitizer (with at least 60% alcohol content) that can be used for hand hygiene in place of soap and water (sanitizer is an option only if hands are not visibly soiled.)
X	16. Make a plan for or arrange for cleaning of buildings at least once per day. In addition, make a plan to comply with RIDOH regulations and CDC guidelines around the cleaning of bathrooms, etc.
X	17. Implement new procedures to ensure cleaning and disinfecting of surfaces in restrooms, staff rooms, lunchrooms, meeting rooms, classrooms, shared spaces, and drop-off and pick-up locations in compliance with CDC guidelines.
X	18. Identify and review guidance specific to education and childcare on www.reopeningri.com/ .

HS - Evidence:

In compliance with the Providence Public School District, TIMES² Academy will follow the attached Health and Safety Plan, but have designated its own liaison group for RIDOH.

PUBLIC HEALTH GUIDANCE

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

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

<ul style="list-style-type: none"> • See attached PPSD Health and Safety Plan • file:///times2fs01/Faculty/jaguar/Desktop/Providence%20Public%20School%20Health%20Guidance%20V1%20ENGLISH%20rev%20(1).pdf

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

RIDOH Liaisons - Full Name	Email Address:
<ul style="list-style-type: none"> • Rachel Cassidy (Nurse) • Chris Fisher (Elementary Principal) • Jennifer Aguiar (Middle-High Principal) • Alida Paz (Elementary Administrative Assistant) • Kristine Perreira (Middle-High Administrative Assistant) 	<ul style="list-style-type: none"> • rcassidy@times2.org • cfisher@times2.org • Jaguiar@times2.org • Apaz@times2.org • Kpereira@times2.org

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

SCHOOL-WIDE - All levels - (K-12) Management of Positive COVID Test

- See attached PPSD Health and Safety Plan

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

SCHOOL-WIDE - All levels - (K-12) Screening and Notification in Event of Illness

- See attached PPSD Health and Safety Plan

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

SCHOOL-WIDE - All levels - (K-12) Preventing the Spread

- See attached PPSD Health and Safety Plan

Instruction		
Provide Assurance	Submit Evidence	
Instruction (remote and in-person)		
x		a. <i>Develop a Return to Instruction Workgroup</i>
	x	b. <i>Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual and differently abled students.</i>
	x	c. <i>Identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans must include specific detail for multilingual learners and differently abled students as well as the information for all students generally.</i>
		d. <i>Consider if and when students will still have access to non-core content (electives, etc.)</i>
	x	e. <i>Identify the ways in which distance learning in the fall will be different from and/or similar to the spring.</i>
x		f. <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
	x	g. <i>Demonstrate comparable levels of rigor between online and in-person instruction.</i>
x		h. <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
x		i. <i>Develop a system to continually monitor learning progress and loss.</i>
	x	j. <i>Determine changes to testing, grading, report cards, attendance, and promotion policies.</i>
Remediation and Intervention		
	x	k. <i>Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). Interventions specific to multilingual learners and differently abled students should be noted in the plan.</i>

x		l. <i>Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.</i>
		m. <i>Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.</i>
x		n. <i>Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.</i>
Special Education Services		
	x	o. <i>Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.</i>
x		p. <i>Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings).</i>
x		q. <i>Identify what services differently abled students were not possible during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?</i>
Staff Supports		
	x	r. <i>Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i>
x		s. <i>Develop a professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
	x	t. <i>Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i>
x		u. <i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
x		v. <i>Map what technical assistance and support will be offered during all reopening scenarios.</i>
x		w. <i>Assess well being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</i>

Family and Community Engagement (communication and partnerships)		
	x	x. <i>Gather feedback from families, students, teachers, and leaders on experience with distance learning. Incorporate any feedback into a revised distance learning plan and incorporate into hybrid learning model. (Provide to RIDE evidence that data has been collected and key takeaways from the responses).</i>
x		y. <i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i>
	x	z. <i>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.</i>
	x	aa. <i>Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i>

TIMES² Academy (K-12) Instructional Plan

IN - Assurances:

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	1. <i>Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.</i>
X	2. <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
X	3. <i>Develop systems to continually monitor learning progress and loss.</i>
X	4. <i>Inventory available intervention programs and services that are available to students when school re-opens. These should include programs for both distance learning and in-person learning.</i>
X	5. <i>Determine the group size and staffing for remediation activities. Keep in mind that staff for struggling students should have content expertise in the area of need, to the extent possible.</i>
X	6. <i>Identify the district approach to providing co-teaching services, push-in service, pull out services, and related services (in both remote and in-person settings)</i>
X	7. <i>Identify what services differently abled students lost during the spring semester. Determine how those services will be provided or adjusted in partnership with families. How will the district make up for any missed (re-) evaluation meetings from the spring?</i>
X	8. <i>Develop professional development plans on curriculum implementation and instruction that considers developmental appropriateness.</i>
X	9. <i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
X	10. <i>Map what technical assistance and support will be offered during all reopening scenarios.</i>
X	11. <i>Assess well-being status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</i>
X	12. <i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i>

IN- Evidence:

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

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

SCHOOL-WIDE - All levels - (K-12)

- Review summer IXL activities to begin collecting BOY data, build upon utilizing scores from standardized testing platform (NWEA); build on practice of formative assessments, create 2020-21 ILP within first 30 days of schools for each student ensuring that 504, IEP, ELL needs are clearly outlined - all of which have goals clearly outlined.
- Assess the data collected from the summer skills intervention program for any growth in both ELA and math.
- In addition, those students demonstrating deficits, will be included in RTII and have *Smart Goals* created for intervention and progress monitoring purposes. Those students requiring more will also be referred to TST (Teacher Support Team) for Tiered intervention.

Overview

- Designed to ensure that all students have the opportunity to demonstrate growth toward proficiency and college and career readiness.
- Results contribute to developing a clear view of student academic progress toward specific learning goals so improvement strategies can be implemented.
- Anticipates learning outcomes which drive grade and schoolwide growth & achievement ratings in the RIDE Accountability System. Assessments are selected according to identified needs and priorities.
- Triangulated assessment data results allow for meaningful discussions and is used by all school stakeholders, particularly in department meetings to analyze schoolwide performance, create programmatic solutions, unpack standards, review student work, inform intervention planning and advise curriculum adjustments and course sequence.

Existing student performance data will shape context for discussions and plans. Considerations include student performance data from 2019-2020 to help assess student learning needs and readiness going forward. This data will inform current learning status at beginning of year department meetings: Including:

- Progress monitoring and intervention data prior to September 2020 (including summer program and previous RTII data or other intervention program information)
- Feedback from previous year's teachers through department meetings (vertical team)..
- Summer school assessments (known instructional gaps)
- Growth and achievement progress attained through the end of the third quarter 2019-20 compared to expected growth through the end of the 2019-2020 school year (NWEA)
- Formative academic measures completed at beginning of SY
- DL access spring 2020 – did the student meaningfully participate in remote learning?
- Students recommended for summer sessions versus those who attended
- Students who failed courses in the 2019-20 year
- Prior state assessments and diagnostics (example: college and career readiness/proficiency on PSAT/RICAS)

2020-21 - assessing students' learning progress and loss

- Use curriculum-specific diagnostic and instructional materials to incorporate 2019-2020 standards that were unaddressed or abbreviated into the 2020-2021 learning sequence, and provide additional supports for students with unfinished learning

- NWEA Growth Test - Fall/Winter/Spring along with MAP Skills for Progress Monitoring (timing adjusted according to RTI Tier)
- Diagnostic assessments at the start the school year provide data to prioritize for on-campus support and those who may continue to learn remotely (Agile Mind, IXL, etc)
 - Incorporate ongoing, formative diagnostic assessment into the first few weeks of school
 - Identify students' strengths and areas of need in critical standards for additional instructional feedback, guidance, and management, IXL/Agile Mind
- End of Course/Grade Common Assessments:
 - Allows teachers to monitor student performance and adjust instructional practices accordingly.
 - Data is used to monitor instructional practices within the building to identify opportunities for improvement.
 - Item analysis is used to revise test questions, curriculum, and instructional practices. Include released items from national assessments.
 - Establish common high expectations for all students; assess student comprehension of curriculum; The data is analyzed to improve instruction and to provide insight to teachers regarding expectations. Student performance results are used to revise the test to improve reliability and will be used in revision of the test planned for next year

To determine T² student learning progress/loss, results and evidence from the following will be included:

- Northwest Evaluation Association's Measures of Academic Progress (MAP Growth, MAP Skills (Progress Monitoring), Map Accelerator (Intervention) and MAP Science
- END OF COURSE SUMMATIVE ASSESSMENTS: Common grade-level assessments in core areas: Mid-Year and End of Course
- Informal classroom assessments that can be quickly scored and analyzed to make up-to-the-minute adjustments to classroom instruction.
- Agile mind: Math CCSS Middle School Math 6, 7 & 8, Algebra I, Geometry, Algebra II and Advanced Math - encompassing curriculum, automatically graded and other assessments, and real-time progress reports
- From L to J Model
- Teachers develop/select classroom assessments which align with the identified key learning objectives contained within each unit of study.
- Multiple assessment types employed including diagnostic (reveal specific areas of difficulty), formative (allows immediate feedback to guide next-step learning), and summative (to gauge mastery of CCSS and skill sets). Results inform readiness levels and guide instructional planning -differentiated based on student needs.
- State Mandated Testing such as RICAS, NGSS, ACCESS, School Day PSAT/SAT used to inform Curriculum and Instruction
- PSAT & SAT – School Scheduled (10& 11) and Optional Testing (8,9,10,11)
 - Item analysis is used to revise test questions, curriculum, and instructional practices
- RIDE Survey Works Data & PANORAMA Survey Results
- ACCESS, Wida
- AP Potential Report and AP Exams (Optional Test)
 - Predict student preparation for college level courses, advise course sequencing and changes to curriculum/instruction based on performance results

KEY CONSIDERATIONS FOR Special Populations:

- Implement instruction consistent with IEPs/504 plans
- Differentiate materials for a variety of proficiency levels
- Identify individual students within classes who may need extra resources and targeted supports, in addition to traditionally identified groups
- Collaborate with school counselors to quickly support the expressed needs of vulnerable students, as they arise

- RTII Process – Progress Monitoring with recommendations
- WIDA & ACCESS

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

Due to the rapid transition to Distance Learning in Spring of 2020, initial data in Fall 2020 is likely to show increased variability in student achievement relative to a typical year. An increased range of learning needs within individual classrooms accelerate need for strategic groupings, and formative assessments that provide actionable data. Some classrooms will require further differentiate instruction based on a broader range of needs with opportunities for individualized learning.

- Classrooms experiencing large gaps between high- and low-achieving students will initially be identified based on NWEA and curriculum-based diagnostic assessments completed in September 2020.
- Department meetings will allow teachers of different grade levels to coordinate to determine specific remedies for groups with significant gaps.
- Faculty will use diagnostic assessments to ensure that every child's learning needs are accounted for and parents and students are informed about their child's academic strengths and needs.

Remedy Overview:

- Adjust learning goals - target areas where learning loss will be most consequential for learning progression in the coming school year
- Identify Key Foundational Standards and Key Transition Skills needed in at critical points in K-12 and set these as priorities throughout learning experience
- Prioritize learning continuity for critical transition years (grades 3 to 4, elementary to middle, middle to high school, and Grade 12 preparation for college)
- Increase strategies to keep vulnerable populations engaged and excited about learning
- Increase Opportunities for Engagement, Communication and Positive Relationships
- For groups performance below GL or CCR Benchmarks - Prioritize Academic Growth
- Continue communicating with teachers, parents, and administrators about decisions regarding learning loss and what recovery education will be provided

Identifying and Accounting for Unfinished Learning:

- Diagnostic assessments & NWEA will be given in the beginning of the year to determine students' individual needs. NWEA will be used to assess students at the first week of school to determine student skill levels – Other appropriate screeners or diagnostic assessments will be used based on curriculum and resources purchased
- Teachers will group students based on NWEA data for small group instruction and differentiated instruction to fill skill gaps and work toward mastery of key concepts
- Curricular-Based Assessment data and formal/informal formative assessments will be used to determine whether to extend, intervene, reteach, and/or reassess essential learning objectives.
- Department teams will use mid-year and end of year summative assessments to develop a plan to support students who are not proficient, while moving on to the next course. Teams of teachers are also able to use this data to reflect on the instructional process and make adjustments that will enhance teaching and learning
- Appropriate Teams will review progress data for all students and then how each sub-group of students performs in relation to the general student population. This review will be done by existing teams (IEP teams, grade level teams, RTII teams, ELL teams, multidisciplinary)
- Communicate each student's readiness with parents
- Address unfinished learning gaps within the grade-level work using curriculum-specific guidance.
 - Teachers use the results to help them make decisions regarding lesson planning, grouping and differentiated instruction.
 - Performance reports School systems have access to a performance report that is color coded and easy for families to understand.

- School teams will continue to review IEP/504's to determine additional needs and adjust for efficient use of instructional time (flexible groupings, online tools, etc) to close the identified gaps
- Strategies & Programs to Reinforce Learning:
- Grade level targeted intervention workshops: After school – small groups of students (5-10) engage with targeted instruction based on data – while students receive intervention – the goal is advancement to grade level and acceleration of skill sets linked to CCSS to meet college and career readiness proficiency levels. Students may use instructional technology and online programs (Khan Academy, IXL, NWEA Accelerator) depending on grade level and learning goal objectives.
 - Saturday Academy - reinforce instructional skills, tutoring and possible peer mentoring/coaching
 - Mini Lesson Workshops and Enrichment Classes - supplement to the traditional curriculum – may occur before or after school or during the summer. Example: PSAT/SAT Prep,
 - Summer Skills Sessions- Extend 2020-2021 School Year – provide continuous learning throughout the school year and reduces summer time off for students
 - Credit Recovery – courses may be scheduled during normal school hours, after school, over the summer, or in alternate settings in order to meet the students' needs.
 - Increase amount of project-based learning and performance-based assessments to provide students greater opportunities in demonstrating what they know, as opposed to traditional rote memorization and/or multiple-choice tests
 - Re-testing using Released Items from State Tests: Open-ended questions that allow students to think critically and write
 - Encourage using: Performance-based & Rubric-based assessments, Discussion groups, Exit tickets, Journal reflections, , Peer-to-peer Review/feedback, Computer-based and web-based assessments (games, simulations, computer adaptive assessments)
 - Workshop/Academic Enrichment - Teaching Test-Taking Skills to Students
 - Departmental focus: Continue Focusing on data - Historical Released Items and Question Analysis - Strategies for answering the open ended constructed response items and the performance events need to occur over time within the instructional process -embedded into curriculum and instructional practices

Support to students and families of Special Populations (IEP/504, ELL, students who have special needs or at-risk for failure). If a student's educational, social/emotional, or behavioral needs have changed to the degree that the student's ongoing services or supports are no longer sufficient to access their educational programming, the student's specialized team (EL Team, RTI Teams, IEP Team) should meet to determine if student's current needs require more support.

- Provide small group and individual support
- Increase collaboration and co-planning between content, specialist teachers & school counselors
- Use increased frequency of assessments (progress monitoring) to identify areas of opportunity
- Increase outreach - check-ins with ELs and families & office hours
- Increase the access and understanding of families to online instruction and resources

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

SCHOOL-WIDE - All levels - (K-12)

- Distance learning at TIMES2 will continue to focus on a direct instruction approach through daily video conferencing, or other comparable platforms, where teachers will interact with their students, instruct new content, and complete the assessment cycle in a meaningful way. Teachers will maintain Google classrooms (or comparable platforms) as a hub of instructional materials, curricular resources, learning activities, and other supplemental information. Students will submit materials/assignments for assessment through Google Classroom and will receive timely feedback from teachers.
- Distance learning at TIMES2 will continue to focus on a direct instruction approach through daily video conferencing, or other comparable platforms, where teachers will interact with their students, instruct new content, and complete the assessment cycle in a meaningful way. Teachers will

- maintain Google classrooms (or comparable platforms) as a hub of instructional materials, curricular resources, learning activities, and other supplemental information. Students will submit materials/assignments for assessment through Google Classroom and will receive timely feedback from teachers.
- Direct instruction will leverage high quality online curriculum material and resources purchased by the school as a part of its classroom based instructional platform. Students in the elementary school will also be given a “distance learning toolbox” to accompany technology to include hands-on manipulatives, pre-printed reference materials, and other supplies to replicate classroom, standards-based centers activities.
 - In the elementary school, staff will create distance learning toolboxes for students to accompany technology to include hands-on manipulatives, pre-printed reference materials, and supplies.
 - Curriculum materials purchased for instruction will feature robust digital tools to enhance and support learning experiences directly linked to core content.
 - Direct instruction will leverage high quality online curriculum material and resources purchased by the school as a part of its classroom based instructional platform. Students in the elementary school will also be given a “distance learning toolbox” to accompany technology to include hands-on manipulatives, pre-printed reference materials, and other supplies to replicate classroom, standards-based centers activities.
 - Additional professional development for teachers on Google Classroom, GO-Guardian, and other digital platforms that enhance monitoring and personalized instruction.

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

- SCHOOL-WIDE - All levels - (K-12)**
- Online instruction will leverage the same learning activities and instructional resources that are featured in normal in-class instruction. Other instructional materials, including tangible manipulatives, will be purchased in quantities that can be assigned to individual students to replicate centers-based learning at home, if needed. Additionally, the school has purchased licenses for digital copies of hardcopy textbooks and student workbooks, as well as teacher and assessment resources.
 - The same curriculum documents (pacing and scope & sequence) used to inform classroom instruction will be used to design online learning experiences.
 - The school will also use ongoing progress monitoring to assess student mastery of core content. Progress monitoring data (school, grade, and student levels) will be used not only to identify and remediate learning gaps but gaps in curriculum and instruction, as well. Data will be collected by the school’s data specialists and the Academic Dean and shared with teachers to assist in lesson planning and calibration.
 - As was the case during Spring 2020 distance learning, any distance learning in SY2021 will faithfully replicate the brick and mortar schedule, keeping the same number of contact periods and time on learning for students and teachers.
 - Middle/High rigor will continue with the introduction of a new, high quality math curriculum with a strong online platform and built in support.

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

- SCHOOL-WIDE - All levels - (K-12)**
- *No expected changes to report cards, attendance, or promotion policies.*
 - *Kiosk and proctoring mechanisms will be utilized for diagnostic/standardized testing*
 - *All grade levels will continue with the same format from the DL plan, as well as in in person guidelines.*

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

SCHOOL-WIDE - All levels - (K-12)

- Implementation of a survey platform (i.e. Panorama) as part of an on-going process to survey students, parents and staff about various components of the distance learning process social/emotional status.
- Utilization of school social worker and administration to reach out to parents to determine additional supports for both academic and social/emotional needs.
- Creation of an area on the website that includes resources for families, which may include tutoring, collaborative supports, such as mental health, medical and/or translation.
- Creation of a parent support group that will enable parents to reach out to one another regarding needs and to refer to outside additional supports.
- The TST process will be implemented if a teacher notices deficits in a child's academic performance. The teacher would initiate the referral and create smart goals with the team to address the student's needs. Progress monitoring will continue through tiered intervention. Recommendations for tiered movement based on student outcomes.
- The Manager of Student Affairs, his assistant, the 6-8, and 9-12 guidance department will aid the social worker in identifying students who may require additional social/emotional supports. This team of professionals will collaborate with each other to ensure students are paired with the right support.
- ELL students will have access to the ESL/Reading specialist in order to receive the additional classroom restructuring for understanding of content, comprehension, and writing.

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

SCHOOL-WIDE - All levels - (K-12)

- Initial collaborative review of the IEP to compare in-person vs. distance learning delivery of instruction to determine potential impacts on service delivery and knowledge/skills acquisition; complete bi-weekly review with teachers/parents/student to determine progress and additional needs/supports.
- Continuation of established protocols for weekly review of IEP, 504, MLL and other at-risk populations.

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

SCHOOL-WIDE - All levels - (K-12)

- Survey professional learning needs prior to the start of the year, provide appropriate professional development, request additional materials and technology to use during distance learning.
- In the event of distance learning, provide on-line professional development in areas that will benefit the individual, such as those provided by PPSD - i.e. trauma, co-teaching, technology
- Review reflective surveys around distance learning to mitigate issues that negatively impacted instructional delivery

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

SCHOOL-WIDE - ALL LEVELS - (K-12)

- Work with PPSD professional development coordinators to provide access to staff to offerings as listed above.

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

SCHOOL-WIDE - All levels - (K-12)

- Use of a survey platform, such as Panorama, that is able to show responses over time as a part of a process to inform decision making; provide evidence to RIDE as data is collected and decision making occurs.

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

SCHOOL-WIDE - All levels - (K-12)

- 1) Student progress - bi-weekly reports; teacher outreach; instructing students on how to set goals, use their own data to help drive their work
 - a) Elementary teachers will continue to use DOJO
 - b) Middle-High teachers will continue to use Go-Guardian, Google-Voice and Google-Classroom, Google-Meet
 - c) School website will continue to post school calendars, pertinent COVID related information
- 2) Health & Safety guidelines - maintain website with links to ppsd and RIDE, parent email, robocall, parent organization connections, social platforms (i.e. school Facebook);
- 3) Distance Learning - maintain distance learning page on website containing all applicable platforms and resources

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

SCHOOL-WIDE - ALL LEVELS - (K-12)

- Begin the year with pre-opening virtual meetings by grade and/or class with teachers and administrations and families to share summer successes and new year preview.
- August pre-start meetings (K-12) with the Manager of Student Affairs to review of school handbook,

- school expectations, health/safety protocols, etc.
- Teachers to initiate mechanisms for student share-out of summer experiences and expectations for the coming school year.
 - Communication with parents to share what we need to know about their child as we welcome them to a new year.

3. Social-Emotional and Mental Health Support		
Provide Assurance	Submit Evidence	
Social-Emotional and Mental Health Support		
		<i>a. Establish a crisis response team focused on student and staff mental health and wellness.</i>
	X	<i>b. Designate a mental health liaison who will work with the district, RI Department of Health, and community partners.</i>
X		<i>c. Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.</i>
X		<i>d. Screen or evaluate students for mental health needs.</i>
		<i>e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.</i>
X		<i>f. Evaluate staff mental health to assess their readiness to return. Implement system to continually monitor student needs.</i>
		<i>g. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</i>
	X	<i>h. Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.</i>

TIMES² Academy (K-12) Social-Emotional and Mental Health Support Plan

SE-MH Assurances:

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan.

X	1. <i>Assess mental health resources - develop a plan to access additional, external supports to address staff and students’ mental health and wellbeing.</i>
X	2. <i>Screen or evaluate students for mental health needs.</i>
X	3. <i>Evaluate staff mental health to assess their readiness to return. Implement a system to continually monitor student needs.</i>

SE-MH Evidence:

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

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

SCHOOL-WIDE - All levels - (K-12)

- Kimberly Mattias, LSW - School Social Worker kmattias@times2.org
- Tracey Sherman, School Psychologist tracey.sherman@ppsd.org

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

- *Crisis team development of plan/protocols for questions and supports for health and safety resources and responses, to include but not limited to, survey use via Panorama, addition of links to RIDE, RIBHDDH, 2 social workers, 2 managers of Student Affairs, 2 guidance counselors and administrative staff for internal triage of issues with accompanying community resource referrals.*
- <https://www.ride.ri.gov/StudentsFamilies/HealthSafety/MentalHealthResourcesforCOVID-19.aspx>
- <https://bhddh.ri.gov/>
- <https://positivepsychology.com/resilience-skills/>

Reopening Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. <i>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.</i>
X		b. <i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X		c. <i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X		d. <i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X		e. <i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
Operations (Budget, Staffing, Scheduling, Food Services)		
	X	f. <i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding. More information about the format and detail needed will be provided separately.</i>
	X	g. <i>Identify staffing changes for the upcoming school year and develop plan for filling additional positions or repositioning staff, as needed. Develop plan for use of substitutes.</i>
	X	h. <i>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.</i>
X		i. <i>Determine foods service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).</i>
Transportation		

x		j. Assess student arrival protocol (school bus drop off, parent drop off, etc.).
x		k. Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).
	x	l. Consider the availability and feasibility of alternative transportation options (volunteer drivers, family members, carpools, etc.). Propose solutions for increasing modes of transportation to decrease the demand for buses. Survey of families regarding transportation
x		m. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Cleaning schedule - Maximum capacity based on RIDOH guidelines
x		n. Update bus routes, as needed.
x		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.)
Technology		
x		p. Designate a lead technology point of contact.
x		q. Develop a return to school technology plan.
x		r. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.
x		s. Survey families to determine technology needs
x		t. Develop process for inventory of technology: (GO-GUARDIAN) <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
Family and Community Engagement (communication and partnerships)		
	x	u. Assess staff and student perceptions of return to school. Are families hesitant about having their child return to school? Are there high-risk teachers unable to return to the school building? (Provide RIDE a summary of key takeaways from community feedback)
x		v. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.

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x		w. <i>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>
x		x. <i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>
		y. <i>Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.</i>

TIMES² Academy (K-12) Re-opening Operation Plan

RO - Assurances:

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan.

X	1. <i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
X	2. <i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X	3. <i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X	4. <i>Establish procedures for entering the school building for teachers, students, visitors, vendors.</i>
X	5. <i>Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.</i>
X	6. <i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.) LEA Plans must include budget information for all COVID specific funding.</i>
X	7. <i>Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)</i>
X	8. <i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i>
X	9. <i>Conduct an inventory of buses and students that utilize school bus transportation (including special transportation).</i>
X	10. <i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
X	11. <i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs. Calculate expected cost for technology needs.</i>
X	12. <i>Develop process for inventory of technology.</i>
X	13. <i>Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.</i>

X	14. <i>Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>
X	15. <i>Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>

Evidence:

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

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

SCHOOL-WIDE - All levels - (K-12)

- *Reach out to prior substitutes to identify ability and interest; substitutes would be utilized to fill one absence only.*
- *Elementary class split plans in the event of a teacher absence are not conducive to health and safety protocols;*
- *Additional staff for elementary is needed with regard to monitoring pods during meals, escorting students to nurse, assisting with monitoring movement of students during passing and lavatory use, assistance with disinfecting common areas, classroom, recess equipment.*

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

SCHOOL-WIDE - All levels - (K-12)

- *Attached are schedules which address all three in-person reopening scenarios for elementary and middle-high.*
 - Included are policies around drop-off, pick-up, meal delivery and passing times.*
 - <https://www.providenceschools.org/cms/lib/RI01900003/Centricity/Domain/4/July%2015%20Town%20Hall%20ENG.pdf>*
 - Pages 6, 8 are in agreement with PPSD guidelines for re-entry.*
 - Elementary schedule*

<https://docs.google.com/spreadsheets/d/e/2PACX-1vSMUO-4ITZ-db-H4gB7pelw8BEYh6ODqIcdzzXEzQ2y89SrobCejro-yWEt8khoBiTKAYqj5rRfrTc8/pub?output=pdf>
 - MH schedule*
<https://docs.google.com/spreadsheets/d/14vqhbbU0L93iqg7YxGOulwTVumCJV61ts5lqe6xp1co/edit?ts=5f1120d2#gid=0>

This plan is in line with PPSD's proposal.

Full In-person learning

- Students and staff arrive. Students and/or teachers will have temperatures taken and documented, unless teachers attest to having had taken it at home.
- Everyone entering the building will sanitize and have either temp checks or affirmation that they checked at home prior to arriving.
- No lockers will be utilized.
- Students will proceed up the “up” staircase to designated stable group pods of no more than 30, where breakfast and supervision will be provided
- K-6 students will be localized into grade-level classroom pods of no more than 30 individuals, including teacher and 7 specialists/interventionists
 - With the exception of PE instruction, all other instruction will be delivered in the individual pod classroom
 - Intervention services for math, reading and ESL may occur as a pull-out with students escorted to the interventionist classroom for services
 - Cleaning/disinfection of these specific areas will occur after instruction and before the next pod enters.
- 7-8 Students will be localized in these pods all day and teachers, including all specials but Phys ed/health, will rotate to them. Students will travel to the gym for health class and will sit in their pod in their four-square area. Instruction will be projected on the large screen.
- 9-12 will remain in their pods as much as possible, with the exception being switching to a course that differs from their grade-level plan of study. Some specials, except Phys. ed/health, will rotate to them. Students will travel to the gym for health class and will sit in their pod in a four-square area. Instruction will be projected on the large screen.
- Resource teachers will push-in, as will the ESL teacher. Students requiring an ELD block will receive services in the ESL room utilizing social distancing and masks.
- Lunches will be served in their classroom pods and bathrooms and breaks will be assigned in AM/PM. Disinfecting the bathrooms will occur in between.
- Dismissal will be organized, and students will be called down by the classroom. They will proceed down the “down staircase” and out the front door and leave the campus. No congregating will be allowed.

Elementary (K-6) Partial In-person learning will follow the same plan as full in-person learning. An alternate A/B schedule for hybrid learning has been designed as well in the event it is needed, with the only exception being kindergarten and those identified for inclusion in the ‘Limited in-person learning scenario.

Middle/High (7-12) Partial In-person learning

- 7 & 8 same as Full in-person learning
- 9-12 Protocol will be the same, except for students will attend A/B schedules with hybrid learning.

Elementary (K-6) Limited in-person learning will follow the same plan as full in-person learning, but will only include those individuals identified in need of this scenario,

Middle/High (7-12) Limited In-person learning

- 7 & 8 Protocol will be the same, except for students will attend A/B schedule with hybrid learning.
- 9-12 Same as partial in-person learning

**Please note: All plans will have a virtual component for students and teachers with doctor's notes indicating immune-compromised status.*

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

SCHOOL-WIDE - All levels - (K-12)

- Survey of parents to determine if able to transport to and/or school
- Elementary K-6 students whose parents are unable to transport students to and from school will be provided with busing, and may result in a staggered entry and dismissal schedule based upon bus availability
- Grades 7 & 8 whose parents are unable to transport them to and from school will be issued a RIPTA bus pass.
- Survey of parents to determine if able to transport according to a staggered entry./departure
- Possible use of school vans for most at-risk students

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

SCHOOL-WIDE - All levels - (K-12)

- Mid-J - survey of staff, families and students grades 9 - 12 to determine comfort level/perceptions about returning
- End-July - Reopening survey of staff, families and students
- Additional survey designed to monitor SEL, usability of resources and platforms