

LEA Reopening Planning Template



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CHARETTE HIGH SCHOOL

Superintendent's Memorandum for the Reopening School in SY21

To: School Community, Valued Stakeholders, Fellow RI Educators

From: Dr. Robert Pilkington, Superintendent

Re: Reopening of school on August 31, 2020

Date: July 17, 2020

The period of March 23, 2020 to June 18, 2020 was unfortunate, memorable, frightening and educationally successful. We held our school community together with the relationships and rapport which we built over time as a small school community. We also had a student body, family support mechanisms and a professional faculty which used our 100% cloud-based e-curriculum combined with daily online student participation in project-based classroom learning to their full capacity. We held together admirably and witnessed both personal and academic growth during a time of crisis. As a school community, we held it together every single day of the closure.

We communicated more, supported more and cared more, especially when the chips were down and we only had each other to hold onto and to keep the spirit of our school alive. In many ways, the period of closure school were our finest days. Now, it is time to turn our action towards re-opening school on August 31, 2020.

- We will provide "school, every day and for every kid."
- We will provide a safe and smart re-opening.
- We will continue to use the power of our 100% cloud-based e-curriculum to meet our student's needs, however, it will be back in the bricks and mortar environment.
- We will do whatever it takes to get back to work because our students and teachers need a sense of normalcy above all else.

2. Vision and Guiding Principles for Re-opening

a. Five Components

i. The core values driving this plan are:

- 1) We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make relative to members of our learning community in school and at home.
- 2) We will hold our students to high standards and expectations and continue to provide a standards-based curriculum that will help raise the achievement levels of our highly diverse student population and close achievement gaps. Our students arrived at Charette with significant deficiencies in learning, as educators we need to do everything in our power to mitigate academic loss due to the Covid-19 pandemic.
- 3) We will listen. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
- 4) We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change. In this respect, we must make informed, research-based decisions and remained continuously up to date on guidance from the state-wide agencies.
5. We will continue to recognize the power of online learning for developing cognitive skills, content knowledge and self-directed learning. Survey data suggest a large percentage of our students and families prefer a combined program of in person and online learning.

ii: Hopes and aspirations for the fall

- Following up-to-date health and safety guidelines it is our hope and aspiration for the fall of 2020 is that we can safely resume in-school operations. It is our hope that the school can help our students and families return to normalcy and provide a school environment that supports the social-emotional, nutritional, and academic needs of our students.
- Given the small square footage footprint of our building, we hope to continue to offer quality standards-based instruction using the Summit Learning platform to all our students through a rotating hybrid schedule. We hope students will attend school in-person 2-3 days per week. Based on the learning needs and strong preferences of individual students, particularly our MLL or differently abled students, we hope to offer 5 days of full in-person instruction.
- It is our hope to continue to deliver with fidelity the Summit Learning Program, a research-based blended learning model of instruction that utilizes a standards-based curriculum for developing higher order cognitive thinking skills, content knowledge, daily goal setting, and self-directed learning. It is our aspiration that our sophisticated use of this standards-based curriculum mandated by our authorized charter, will continue to expand. The Hechinger Report (<https://hechingerreport.org/a-personalized-learning-program-with-ties-to-zuckerberg-shows-promise-despite-criticism/>) recently

published an article in the power of the Summit platform for delivering an online personalized learning program. We can attest to its power and its nimbleness for use with full in person, partial in-person, and limited in-person programming

- Working with our technology engineers, we aspire to design a state of the art, innovative approach to in-person partial and distance learning program. The goal is to create high interest, fully immersive, engaged learning environments technology for all Charette students regardless of where their learning takes place. Our experience with distance learning in the spring has profoundly impacted our vision for teaching and learning. We know from our parent survey data that a percentage of our students continue to need a distance learning program. It is our strong hope that Charette can become a leader and innovation lab for other schools in the state and country in innovative technology including virtual reality. It is our hope that we will secure funding from RIDE and other sources, in the form of grants. We are currently exploring funding sources.
- It is our hope that the State Department of Education will recognize that the schools it authorizes with mandated proficiency based and competency-based e-courseware have the ability to produce results without the fetters of a “seat-time” mentality. Student progress is quantified by third party and externally validated metrics on individual performance.

iii. The process of building the plan

The superintendent set the process in motion with conceptual and financial plans which created the structure or shell of the plan’s thinking. After setting in motion the process, which had been shared with the Board and had developed structures of enrollment and class size, physical plant use and financial accommodations for re-opening costs, the school’s on-site leadership then engaged the faculties and parents to construct logistical details. Re-opening planning began on the day which the Governor announced that schools would be returning with 100% of their student bodies on August 31, 2020. The school’s Board of Trustees received conceptual plans on the re-opening in advance of RIDE guardrails being published. Once guidance and templates were published the school began to codify its preexisting deep thinking.

iv: Reinforcing the need to be agile and flexible

The concept of an independent charter school having to reinforce its need to be agile and flexible is an oxymoron. As a school with a small size, non-traditional physical plant, charter mandated customizable and externally produced e-curriculum, and a history of abolishing seat-time in exchange for third party validated proficiency for course completion metrics, we embody our industry’s desire to be agile and flexible. As R&D organizations, our track record of institutional introspection and rapid mid-course shifting is legendary and fully acculturated.

v: High level timeline

5/19/20	Survey published of learner attitudes towards Distance Learning
5/28/20	Discussion of conceptual planning at Trustee level
5/29/20	Mass purchasing of PPE for August 31, 2020
6/12/20	RIDE Unified calendar adopted and disseminated
6/16/20	Discussion of conceptual planning at Trustee level, published pre-planning document.
6/19/20	Receipt of the Guidance, Template and Guardrails from RIDE
6/20/20 to 6/29/20	Internal discussions on physical plant capacity and ergonomics
6/30/20	Kick-off Zoom call with DM Group
6/30/20	Delivery of Supt.'s draft plan to school admin
7/1/20 to 7/10/20	Plan details incorporated by admin with stakeholder feedback
7/2/2020	Parent and student distance learning reflection and reopening survey data analyzed and disseminated to key stakeholders
7/5/2020	Staff survey data received and analyzed, identifying concerns regarding reopening, high risk personnel, and critical resource needs
7/13/20 to 7/16/20	Peer feedback and review
7/16/20 to 7/17/20	Incorporate feedback provided by DM Groups which was received on 7/15 at 11:56 PM
7/17/20	Submission of plan in present form as of 7/19/20
7/20/20 to 7/31/20	Iterative process with fine tuning, formal communication to parents and students regarding 8/31/20.
8/1/20 to 8/30/20	Final preparation to open

3. *Strengths and Challenges from spring 2020*

In many ways, the closure of school by the Governor on March 13, 2020 became an opportunity for acute school introspection and improvement. Because we were able to execute a school program without students on campus, much of the day to day became systems management instead of student management. The behavior management and issues such as social media drama and peer to peer and face to face interactions were lessened through our new “distance.” What we now saw was a structurally and philosophically sound organization which was facile in its use of a high quality and standards-based blended learning model.

Engagement was extraordinarily high, respect for the value of our Summit Learning platform and curriculum soared and teaching and learning became more important than ever. The distance learning experience reinforced the true power of an on-line learning platform that supports high standards and expectations for cognitive and content growth, student self-monitoring and engagement, mentoring, parent accessibility and daily goal setting. Parent communication and engagement was at an all-time high as evidenced by over 90% parental/guardian participation in 1:1 report card virtual conference. Over 100 families actively participated in these conferences.

During distance learning, we designed a schedule in which all students had two project learning classes, a self-directed learning class with their assigned mentor, targeted academic support in content areas, one-on-one meeting time for students and their mentors, an urban planning and historic preservation elective and a designated time for lunch. During their self-directed learning block (SDL) students set daily goals, utilized resources in the Summit Learning platform to prepare for content assessments and met with their assigned mentor.

Our shared Charette calendar with Google Meet sessions provides evidence of the number of hours the Charette teachers and support staff were engaged with students outside of scheduled class time. Whether it was an extra help session, a dance party, a fire-side chat, or a birthday celebration, the focus was always on maintaining and building upon connections with our students and their families. The culture at Charette places the needs of students at the forefront. Throughout distance learning, we were constantly trying new outreach strategies and instructional strategies.

Monitoring our student attendance and well-being was a critical and demanding job during the entire distance learning program. In the early stages of distance learning we designed an “attendance team” consisting of a guidance counselor, home-school partnerships coordinator, school secretary and other support personnel, such as the nurse and administrator. They tracked student attendance in all classes throughout the day, contacted home to find and support “missing” students, and collaborated with community agencies to address social and emotional needs of students and families. Information disseminated by RIDE for addressing stress and mental health issues was made readily available for students and families. Of concern was the prevalence of Covid-19 and other health and family issues, dealing with the

death of loved one or parental absence due to front line job demands. This team met daily to debrief and share important information gathered through student and parent contact and to design intervention and support plans. The unrelenting hard work performed by this team played a key role in maintaining an overall 90% or above attendance rate throughout our distance learning program.

In addition to dealing with the social and emotional needs of students and families, support was provided to faculty and staff. Information was provided to staff on resources available to them in the community and through our Employee Assistance Program. The lack of child care available to staff while having to meet the demands of a distance learning program became a major source of stress; this is a national crisis. Fortunately, child care is now in place for the one staff member for which this was an issue in the Spring.

We saw that high-quality standards-based curriculum and teacher and parent support became crucial parts of boosting the spirits of the school community. Through the course of distance learning, students became increasingly self-directed and invested in their own learning. Our efforts in Providence were recognized by Summit Learning and published in their national blog, <https://blog.summitlearning.org/2020/04/our-students-are-thriving/>. Certainly, we had logistical issues such as Chromebook deliveries, food service distribution and hot spots to figure out. But seamless continuity of teaching and learning emerged as our greatest strength. Professional development focused on developing strategies to engage students in an online environment. Teachers became skilled in the use of Pear Deck (an amazing tool for promoting engagement), creative ways to use Google classroom, build classroom discussion in a virtual environment. We kept our students focused on what they could control and what gave instant performance feedback, and that was curriculum and their learning. Curriculum emerged as being critical to sound mental health. For those students that needed extra time to complete the rigorous standards and expectations of the Summit Learning platform we implemented an Extended Year program which ran from 6/23/2020 through 7/9/2020. In a recent article published by the Hechinger Report, the Summit model was examined for its support of student learning both online and offline. Their year-long research into the program captured in the article highlights the strengths of the program in personalized learning.

<https://hechingerreport.org/a-personalized-learning-program-with-ties-to-zuckerberg-shows-promise-despite-criticism/>

Students and parents discovered the level of commitment that the faculty had in supporting every child. A “dance team” consisting of a veteran teacher and the partnerships coordinator drove to the home of each student delivering an inspiring musical message and care package. The kids as well as their parents/guardians loved these socially distanced home visits. Teachers supported students online outside of the school hours for countless hours over the course of the distance learning program.

Partnering with our curriculum providers, we were able to access reports on a deeper level than ever before. On a daily basis, data on student achievement became the school's dashboard and activities and course completion rates increased. In comparing our performance envelope for 9/3/19 to 3/13/20 and then 3/23/20 to 6/17 or 18/20, we saw an almost universal rise in productivity.

Another strength of our experience was the growth mind-set of our entire staff. This experience was not just new for students, it was new for our teachers. The challenges of teaching in a virtual setting were turned into opportunities to develop new instructional strategies and ways to actively engage and formatively assess students in a virtual setting. From Socratic Seminars to debates to collaborative projects, our staff found effective methods to recreate those important experiences in a virtual setting. Google classroom tools, extensions and apps were added to our teachers' toolkit. Teachers supported each other and shared both successes and challenges throughout the entire experience. The professional staff viewed this experience as an opportunity to grow professionally and not just focused on finishing in June but looking beyond to the positive impact of this experience and how it will profoundly impact our practice in the future. We all understand that distance learning is likely to be an integral part of the 2020-2021 school year.

As a high-tech school (essentially textbook-less and 100% e-curriculum based from day one) we had little challenges in the access or deployment of devices. Our teachers and students were both 100% fully trained and acculturated to the use of not only our on-line curriculum but also in our use of Google Classroom.

In short, "Closure School," or our period of distance learning, became a successful proof point for our brand. It changed the way we think about our use of time, and our definition of productivity within the "brick and mortar school" paradigm. Our charter plan prepared us for the period of closure in unanticipated but now predictive ways.

A key component to the ultimate success of our distance learning program was the design. Neither the school, nor its students, faltered even one day from a lack of continuity of instruction. Teaching and learning were seamless and effective

It is important to note here that both our students and their parents/guardians expressed great satisfaction with our distance learning program. In fact, in this uncertain time with safety concerns, survey data(N=54) suggests that students, parents/guardians and faculty, do not want to return a full time return to school and prefer a Partial In-Person model. Major concerns centered on use of public transportation, danger to family members from students returning home at the end of the day, and the safety of students.

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4. Critical Components of the Re-opening Plan

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Face masks and coverings		
X		a. 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.
X		b. 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).
X		c. Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).
		d. Implement other procedures, as needed.
Social distancing and organizing personnel		
	X	e. 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.
X		f. 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.
X		g. Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).
X		h. Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.
X		i. Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.
		j. Make plans to address carpooling practices or shared vehicles, such as buses or delivery vehicles.
		k. Implement other procedures, as needed.
Responding to a positive case or outbreak		
X		l. Develop a COVID-19 sick policy and communicate it to staff, students, and families.
	X	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.

X		<p>n. Prepare the district to respond to a positive case or outbreak in a school building or central office. Examples include:</p> <ul style="list-style-type: none"> - Reviewing safety and response guidelines with personnel and agreeing to call RIDOH in case of an outbreak or positive case - Ensuring sick/attendance policies accommodate any quarantine or other-directed isolation of the individual, "stable group" or "pod" in which a positive case is located. - Closing a portion or entirety of the workspace for a thorough cleaning
	X	o. Describe your plan for managing staff and students if or when someone in the building tests positive for COVID-19.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		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.
	X	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.
		r. Implement other procedures, as needed
Communication with staff and students		
X		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.
X		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.
	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.)

		<i>aa. Develop procedures for monitoring the supply of soap and/or hand-sanitizer, and replenishing it as needed.</i>
X		<i>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.</i>
X		<i>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.</i>
		<i>dd. Implement other procedures, as needed.</i>
Industry specific guidance and updates		
X		<i>ee. Identify and review guidance specific to education and childcare on www.reopeningri.com/.</i>
		<i>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</i>
		<i>ii. Stay in touch with key community partners regarding education and childcare specific guidance</i>

Health and Safety Plan

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	<i>Inform students, staff, and visitors of the requirement to wear facemasks unless they can easily, continuously, and measurably maintain at least six (6) feet of distance from others for the duration of his or her time in a building.</i>
X	<i>Procure and distribute cloth face masks (or surgical masks) to all staff and students who need one at no cost and have a plan to distribute additional face masks as the need arises (in the event of loss or damage, etc.).</i>
X	<i>Inform staff and students of the need to clean their facemask between uses, or to dispose of it between uses (if disposable).</i>
X	<i>Adjust policies for meeting area, dining/cafeteria spaces, and bathrooms to comply with the guidance document and the requirements RIDOH has published on gathering sizes and gathering size restrictions outlined in active executive orders.</i>
X	<i>Designate 6' spacings and other social distance policies in high traffic areas (hallways, etc.).</i>

X	<i>Distribute social distancing instructions to staff and students and post social distancing instructions/signage for visitors.</i>
X	<i>Modify classroom layout to allow for six feet apart between staff and between students. Document where social distancing may not be possible and outline mitigation measures for these circumstances.</i>
X	<i>Develop a COVID-19 sick policy and communicate it to staff, students, and families.</i>
X	<i>Prepare the district to respond to a positive case or outbreak in a school building or central office.</i>
X	<i>Communicate with staff and students the need to stay home if they test positive for, have been exposed to, or have symptoms of COVID-19.</i>
X	<i>Share information with staff and students to remind them of the requirement to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>

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

X	<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	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>

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

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.*

We will adhere to all of the guidelines outlined in the *Back to School RI: Health and Safety Guidance to Reopen RI Elementary and Secondary Schools* and continue to align with updated guidance regarding Covid response and masks. We are working with building management to take safeguards with air quality, installing HVAC Hepa filters.

<https://www.ride.ri.gov/Portals/0/Uploads/Documents/COVID19/Back to School RI Guidance 6.19.20.pdf?ver=2020-06-19-120036-393>.

Stable groups will be maintained whenever possible (i.e., students will stay in the same classroom and teachers will rotate rooms whenever possible). When stable groups are not possible, students must maintain six feet of physical distance and require the wearing of face masks if maintaining six feet of distance is not possible. When movement is needed, there will be a staggered schedule to minimize students in the hallways. The number of students in the hall will allow for six feet of physical distance.

All students will be required to wear a face mask in the building. The school has purchased customized face masks for our students and we have ordered over 200 disposable masks. Special consideration will be made for students that have a medical reason for not wearing a mask. We will use the strategies recommended by DMGroup for promoting use of masks:

- Provide the rationale and science behind mask usage. By empower students with the facts and impact of their actions on the community, they can begin to self monitor their mask usage
- Ensure there is ample time during the day for mask breaks. Identify clear times where students do not need to wear masks so that they can tolerate the times where masks must be worn for safety.
- Create a culture of mask appreciation. (1) Have students raise money by designing and purchasing/making masks that their peers will appreciate. (2) identify the students with

high levels of peer influence and target efforts on getting them to buy into wearing masks (3) Create a fun activity that is mask-oriented – maybe pictures are posted of students wearing masks around the building with funny phrases.

Each staff member will work with 4 pods of students during the course of the week. These pods remain together for all of their courses and for their mentoring time. All students will be asked to keep masks on during this classroom time. If students have strong resistance to wearing a mask, we will explore transitioning them to our distance learning classes which will be taking place for 50% of our students, synchronously. We will create a buffer zone that will allow the teacher to maintain a 6ft distance from students at all times. Unfortunately, we do not have windows that can open, but we do have spacious rooms with high ceilings.

Groups in Larger Spaces: For all grades, one stable group may be in a larger space with another stable group, but stable groups must remain separated from each other by at least 14 feet. Groups of students indoors may not exceed the state’s maximum allowable group size during the applicable Reopening RI phase. For example, if the maximum group size is 50, multiple stable groups sharing a large space must not exceed 50. However, in our current space at 335 Westminster St., we do not have any large spaces; these conditions would only apply to potential rental space off site.

Efforts will be made to use partitions or other dividers to create separation between students or groups.

Staff are expected to physically distance from each other unless they are part of the same class or stable group. Staff who are not assigned to a stable group will be advised to maintain six feet of physical distance whenever possible and wear face masks.

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.

Full Name	Email Address:
Kathleen St Lawrence RN	Kathleen.stlawrence@charettepvd.org

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

Charette will follow guidance from RIDOH playbook when it is released. We have a small teaching and support staff staff (14 people) and actively engaged administration (4 key individuals) and a full-time nurse. Administration working with the nurse will create and implement a plan to manage staff and students. We have also added a full-time substitute teacher to our budget to provide additional coverage as needed.

Our plan utilizes current available guidance and includes Suspected or unconfirmed cases

Charette will

▪put systems in place to allow staff and families to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable law and privacy policies, including with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Post signage at main entrance(s) requesting that people who have been symptomatic not enter the building. RIDOH guidelines to determine when a student or staff member may return to school following illness or COVID19 testing. ▪ It is not required for students or staff members to have documentation of a negative viral test or a letter certifying release from isolation in order to return to school, but they must follow recommended guidance regarding when to return to school. Establish a dedicated space for symptomatic individuals who are waiting to go home. Distinguish this space from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid). ▪ The designated space should accommodate social distancing of at least 6 feet for multiple individuals if needed. ▪ Develop cleaning processes for the dedicated space between uses and as needed. Immediately isolate symptomatic individuals in the designated space at school and send them home. Ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away. Both the symptomatic student and the supervising adults should wear a cloth face covering or a surgical mask. ▪ Do not place cloth face coverings or surgical masks on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs. Implement cleaning and disinfecting procedures following the COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs. Develop a plan for how to transport an ill student or staff member home or to medical care if needed. Develop systems for notifying staff, families, and the public as needed if a person with COVID19 was on the school premises while infectious. Do this in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws. Develop strategies to maintain engagement and offer distance learning activities for students who cannot be physically present in the classroom due to illness or exposure.

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.

All students and visitors will be assessed using the screening tool provided by the DOH, https://www.reopeningri.com/resource_pdfs/COVID19_Screening_Tool_English-NEW.pdf.

Temperature checks will be required for all visitors entering the building. School personnel will be asked to conduct a temperature check at home and self-assess for Covid-19 symptoms. If

they answer “yes” to any of the questions on the assessment form, or cannot explain their symptoms by know allergies or non-infectious illness, they will be advised to remain home.

Monitoring and excluding for illness Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. Staff and students should be encouraged to self-monitor symptoms throughout the day. Staff or students who develop symptoms during the school day must notify school health services or another identified point of contact in the school building immediately. The CDC does not currently recommend universal testing to inform admitting students or staff into school. Viral testing only determines infection at the point in time the test occurs, and may miss cases in the early stages of infection. It is not known whether previous infection and recovery from COVID-19 illness protects people from reinfection.

We will use the screening tool provided by the Department of Health.

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.

Contact tracing will be conducted according to RIDOH guidelines.

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. Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
	X	g. Demonstrate comparable levels of rigor between online and in-person instruction.
x		h. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
x		i. Develop system to continually monitor learning progress and loss.
	X	j. Determine changes to testing, grading, report cards, attendance, and promotion policies.
Remediation and Intervention		
	X	k. 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.
x		l. 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.
	X	m. Identify when during the school day remediation opportunities will occur for students. Consider both schedules for in-person and distance learning.
x		n. 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.
Special Education Services		
	X	a. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
x		b. 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).
x		c. 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?
Staff Supports		
	X	d. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
x		e. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
	X	f. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
x		g. Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.
x		h. Map what technical assistance and support will be offered during all reopening scenarios.

X		i. Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).
Family and Community Engagement (communication and partnerships)		
	X	j. 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).
X		k. Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.
	X	l. 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.
	X	m. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

Instructional Plan

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	Develop guidance on creating online curriculum and content that is appropriate and meets fair use and copyright requirements.
X	Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X	Develop system to continually monitor learning progress and loss.
X	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.
X	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.
X	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)
X	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?
X	Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.

X	<i>Plan to provide training to staff, students, and (if applicable) parents on how to access and use online services and resources.</i>
X	<i>Map what technical assistance and support will be offered during all reopening scenarios.</i>
X	<i>Assess wellbeing status and needs of staff (teachers, admin, specialists, non-certified) and determine how those needs will be met. Develop a plan for ongoing evaluation of staff needs (wellbeing and instructional).</i>
X	<i>Once state policies are released, align district attendance policies with state guidance. Distribute to staff and families.</i>

EVIDENCE:

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.

1. Each student has a Summit dashboard which provides detailed real time information on attainment or lack of grade level standards in all content areas (see below). When you hover over the different cells in the dashboard, you can see attempts on assessments, checkpoint work, such as narratives providing evidence to support claims. Grading is based on acquisition of specific cognitive skills as measured by Stanford U. rubrics and content knowledge. All students are required to take diagnostic assessments, content assessments, and submit final projects. All students work towards mastery and can revisit work at any time to enhance their product and grade. Translation tools are built in for our multilingual learners. Modifications and accommodations are built into the platform to support our differently abled students. We have a team comprised of student support aides, special education teacher and MLL specialist that provide the necessary supports for student attainment of the learning standards. All students at Charette use this dashboard to monitor their progress. MLL and special education students are supported in a push-in model during core content project classes with additional support provided during their Self-directed learning block.

Data analysis using the Summit Data, is an on-going focus during weekly staff meetings. Data is examined across content areas and grade levels. A tiered approach to interventions guides the process where students' gaps are identified and strategies developed. Tier 1 is an intervention provided to all students, tier 2 occurs for students who need additional support after tier 1 is complete and tier 3 includes that smaller group of students who need additional instruction to meet their target after

participating in tier 1 and 2. Assessment data drives the entrance and exit criteria at each of the tiers of instruction.

This data-driven instructional model will be applied regardless of partial or limited-in person scenarios. We have the capacity to provide small group instruction virtually. We certainly can provide additional support for special populations and MLL students in considering our stable pods. For example, if we are in either a partial or limited-in person scenario, students with these specific needs can be prioritized to receive in-person instruction. Use of the Summit Learning platform can be used in full in person, partial in person or limited in person seamlessly.

The image shows a screenshot of the Summit Learning platform interface. It displays three course sections: Algebra II IM (MB ...), English 10, and Mr. Brown Modern... Each section has a 'COG SKILL AVG' (Cognitive Skill Average) and a list of 'Math Units' or 'Projects' with various focus areas. The Algebra II IM section has a MATH AVG of 80% and lists units like 'Functions', 'Polynomials', 'Exponential Func...', and 'Transformati...'. The English 10 section has a COG SKILL AVG of 68% and lists projects like 'an Project with Fahrenheit 451', 'Power of Persuasion', and 'Things Fall Apart by ...'. The Mr. Brown Modern... section has a COG SKILL AVG of 74% and lists projects like 'ersailles', 'Totalitarianism So...', 'Genocide Socratic and Persu...', and 'Continuity & Change Sin...'. The interface includes buttons for 'C', 'S', and 'T' for each course.

All students are administered the NWEA two to three times per year which allows for progress monitoring. Again, accommodations are provided for MLL and differently abled students.

Charette will continue to use NWEA testing to measure student progress. We plan to administer the fall, winter and spring assessments to all students in grades 9-12 using appropriate accommodations for both special needs and MLL students. During the 19-20 school year, we administered the fall and winter testing and opted to not administer the spring testing which was originally scheduled for late March. Given the demands of transitioning successfully to a full distance learning model, it was not prudent to have students complete the spring assessment. With multiple changes made by NWEA and our students' acclamation to distance learning, we will definitely administer all three assessments during the 20-21 school year regardless of whether we are full in-person, hybrid or distance learning.

NWEA assessments provide multiple data points that will be used to assess gaps in learning. For students who were enrolled in school year 19-20, we will have the benefit of comparing

their performance across school years. Given the population of students we serve, learning gaps are identified and frequently significant as students join our learning community. We work aggressively to design and implement specific intervention strategies to address gaps and accelerate learning. Intervention strategies occur in differentiated small group sessions led by classroom teachers. These sessions use a model of “just-in-time” remediation which allows students to learn and apply new skills in meaningful projects.

In addition to Summit formative and summative assessments and NWEA assessments, Charette students will participate in mandated state testing in grades 9, 10, 11 and 12. Those assessments in ACCESS, PSAT10, SAT and NGSS, will also provide student achievement data which will be examined and incorporated into our planning for interventions. All sources of assessment data will be incorporated into our regular practice of data-driven instruction. Each assessment provides multiple data points which when mapped together provide a rich picture of individual student progress. No one assessment provides sufficient information to monitor student progress, yet collectively we can use the data to remediate and accelerate student growth.

There are also many opportunities for our academically proficient students to be challenged through the Summit curriculum. Charette will focus their efforts in supporting learning opportunities for all students. Although, much of what we are asked to provide here is focused on monitoring for lack of progress, we cannot lose sight of the need to support students who are capable of advanced level work.

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.

Every student has a mentor who is responsible for monitoring learning gains and losses over the course of a week. They review on a weekly basis students’ attainment of learning goals. Together students and mentors review the Summit dashboard and feedback from specific content area teachers. Based on those conversations, students may be assigned to study groups, referred for RTI review, referred for after school support. Attendance is monitored very closely as tardiness and absenteeism have a major impact on learning loss. Our attendance team will contact the home and team meetings will be arranged to address academic concerns. The specialists working with MLL students and differently abled students participate in those discussions and play an active role in scaffolding learning for those students. For our students diagnosed with Covid-19 and symptomatic, special supports were put in place to accommodate their needs for a slower pace or access to video-recordings of missed classes. With distance learning, all class meetings were video-recorded with students being able to review material at their own pace. We are developing a library of content specific lessons recorded during virtual lessons that will be available for students to review as needed.

Charette students who did not successfully complete their course work, participated in a three-week Extended Year Program. Students worked with their content teachers to complete

projects and content focus areas. It is a program that in its design, has students complete or revise their work to standard and once done their attendance is no longer required.

During our spring experience with distance learning, one of our early professional development days was focused on a curriculum review. Adjustments were made to projects, content assessments and pacing guides to accommodate for reality of delivering a project-based curriculum virtually. Several tools were used during that day-long professional development. The Summit's Field Guide for Distance Learning, RIDE's distance learning resources and NE Basecamp, were sources of guidance utilized. Dr. Vespia consulted with our Summit performance coach to gather suggestions and guidance in examining curriculum and adjusting pacing guides.

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

We are working with our technology engineers to incorporate tech tools which will enhance our capability of providing engaging experiences for our students. Remote learning in the fall will have teachers in their classrooms, rather than at home when COVID conditions allow. Whether students are in-person or at home, our preference is to have teachers in their classrooms. If however, that is not possible, we hope to equip teachers with upgraded technology to improve the learning experience for our students.

This spring we incorporated Google tools and suggestions from multiple sources to design virtual lessons which provided opportunities for student formative assessment, engagement and reflection. Using the Google Slide add-on called Pear Deck made a positive impact on student participation in the virtual setting. We continue to reflect on our practice, share ideas and successes and re-tool our lesson delivery. As G-Suite Enterprise users, we will avail ourselves of all the new tools that Google plans to roll out in late summer. We will also use our Professional Development time to share best practices for using our technology tools for instruction, assessment and *promoting student engagement*. New tools, such as we learned with Pear Deck, can greatly enhance the classroom experience, whether it be in the actual classroom or online.

What will be the same is the schedule design which will provide a "normal" school day for our students. We have made some modifications that are referenced later in this section. Teachers and students will engage daily in their academics following a similar schedule as our in-person schedule. This will provide important consistency for students when they are learning in-person or remotely. We will also continue using data to monitor student progress and make adjustments to support students. We will remain nimble in our instructional approaches and responsive to changing circumstances.

If additional state funding becomes available to support Charette in providing the best educational environment regardless of whether students and teachers are in the building or not, we will use those funds to purchase, install and train staff in using state-of-the-art technology to enhance the learning experience. In preparing for multiple scenarios and

cognizant of the fact that any combination of students and teachers may be working remotely, we have determined that improving technology would be a prudent investment. Included with this document is a budget and overview of the tech design. The goal is to create a virtual environment that reflects more accurately in-person instruction. It is both exciting and forward-thinking.

Charette will establish itself as model for creating a state-of-the-art distance learning experience. We plan to share its tech design and instructional approach with any interested school district across the state. The model will require significant infusion of financial resources to purchase technology and equally important provide resources for the on-going professional development to support its implementation. Charette hopes that resources from the Department of Education will become available, however, we will pursue private and foundation funding should state resources not materialize. With the opening of schools, a top priority for our state, and knowing that some students and staff will not be able to attend school even when school is in session, it is our furvert request that the technology budget included in this document be considered a priority. The Governor and Commissioner frequently touted RI's success with distance learning; stating that RI was one of the leaders in the country. We do believe that Charette was at the forefront of that work. We are however, striving to build upon that success as we take the next steps in creating a fully inclusive, equity-based learning model.

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

With the use of the Summit Learning program the rigor between online and in-person instruction remains the same. Socratic seminars, science experiments with data analysis and report writing, or group poetry reads and reflections that occurred in the classroom, moved to the online environment. During distance learning, a comparable daily schedule of content courses was put in place. Our self-directed learning block, during which students set goals, took content tests and met with their mentor, remained in place.

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

Our core strategies of testing and grading will remain the same. Report cards will be distributed initially via email to the student and parent, and can be mailed to parents upon their request. Attendance procedures will follow RIDE guidelines and we will continue to use ALMA for teachers to report class attendance as well. The attendance tracking team (mentioned above) will remain in place. Promotion policies will remain in effect. However, we will create a program called Closing the Gap, to allow students to earn credit for courses that they did not complete successfully. The guiding principle in developing that program answers the question; what concepts and skills do students need to demonstrate mastery of, in order to meet or exceed grade level standards. Individualized and customized programs will allow students to address their learning gaps with the assistance of our teachers. (Program budget attached)

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.

Charette has a strong MTSS process in place for identifying students potentially in need of additional supports (academic or SEL) and also for exiting students when they no longer require additional supports. MLL students are included in all school wide practices, and are provided additional supports from the MLL teacher and MLL Administrator. Charette uses NWEA data to track students' growth and need for remediation to close skill gaps. When students have moved through two tiers of MTSS unsuccessfully, they move to tier 3 where the special education team helps to provide supports and create the intervention plans. For students already identified as requiring special education services, the IEP serves as the tool for providing proper supports.

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

Charette uses MTSS process to create individual interventions for students as necessary. In addition, reading support is provided through students' Personal Literacy Plan. The Summit Learning Platform has the capability to be modified and scaffold instruction to support differentiation of instruction.

Charette is a fully inclusive school. Therefore, struggling students are provided supports in the classroom by their content area teacher with support from special education teachers, MLL teacher, and paraprofessionals. When needed, the Administrative staff will push into a classroom to provide expert services to guide both the teachers and students. Charette has a block built into the day for student supports.

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

All staff will participate in training related to COVID safety protocols, daily procedures to maintain social distancing and expectations for every classroom. That training will take place during the five days prior to the opening of school on August 31.

Charette has its professionals involved in a continuum of professional development. Our nurse has participated in DOH workshops and seminars and regularly monitors CDC and state health guideline. Educators, support staff and administrators will all continue to participate in training related to the Summit Learning Platform, data-driven instruction, engaged learning for students, targeted interventions, formative assessment, and meeting the needs of special populations and MLL students. We are currently planning a collaborative PD program and book read with other Providence educators on student self-engaged assessment using best-selling author Laura Greenstein's newly published book, (Student Self-Engaged Assessment, Greenstein and Burke, 2020)

Should we have the opportunity to create the classroom of the future using state-of-the-art technology (budget attached), we also will make the commitment to the professional development that will be required to fully utilize the technology. All staff would be involved in the training since we envision not just virtual classrooms, but also a virtual cafeteria, nurse's office, counseling office, college and career planning office, etc.

As a part of our commitment to Summit, all administrators, educators and support staff will participate in their professional development opportunities. Virtual Summit training will be held July 20 – 24; our entire professional staff will be in attendance daily from 9:00 –3:45.

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

Charette has on a certified Restorative Practice trainer who as part of school orientation will run a building wide workshop on RTI. She will also coordinate all RTI activities and regular at Charette. We will access RIDE's resources to support professional development in these areas.

The Executive Director has developed expertise as a Brown University Fellow in culturally responsive teaching. This is such a relevant topic at this point in time and given our student population this will remain at the forefront of our work.

Also, given our urban population we will continue to access resources available to use via our Employee Assistance program, our partnership with community support agencies, such as Inner You, online resource through RIDE and the Department of Health.

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).

Surveys have been conducted involving students, parents and teachers. (Data referenced above.) There is a high rate of satisfaction with Charette's communication with families, contact with students, technology support, etc.) No substantive changes were suggested by students, parents or teachers. However, there is an overwhelming positive response to creating a hybrid model and continuing distance learning.

Throughout spring distance learning, we continually sought feedback from students, parents and staff. We held regular staff meetings to discuss strengths and areas for improvement, which resulted in mid-course corrections and professional growth. Teachers are in the process of reflecting on our successes and challenges and have begun to formulate ideas for improvement in all aspects of our practice. We are excited about the potential of adding cutting edge technology to enhance the learning experience for both students and teachers. We will have the opportunity to capture in more detail teacher feedback, the week of July 21, when we are together as a team for Summit Professional Development.

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.

We will take the following steps to keep parents informed in these three areas. This list is by no means inclusive of the strategies that will be developed as on-going needs arise.

- We will continue to provide an orientation for new parents and continued workshops for returning parents on the Summit Learning program. This will include providing directions for parent access to the dashboard which shows real time progress.
- During the distance learning program, we held virtual whole school meetings and report card conference. These meetings eliminated city parking hassles and costs. We held over 100 individual conferences with students and parents/guardians (80% of students). Online conferences are now established routine as well as in school meetings if requested and within safety guidelines.
- Using Alma, our student management system, we will send needed text, email, and phone announcements. Some parents have opted for all three means of communication. They have and will continue to address all of the above. We will post updates on our website and provide guidance on how parents can access relevant online resources from state and city agencies.
- Working with our School Improvement Team and Board of Trustee, both comprised of parents/guardians, we will continuously review our strategies for disseminating critical information.
- Being a small school, daily phone contact with parents/guardians will continue in strong measure. We are able to maintain on-going communication in English and Spanish regarding school attendance, tardiness to class, and emotional and social well-being. Attendance in school and in class is a critical component of school success and parents are informed of student attendance on a daily basis. Our attendance team will remain active during our reopening as we found it to be a critical component to our school success during distance learning.
- We will keep a log of all communication with parents/guardians as suggested by the DMGroup:

Date	Communication Topic	Mode of Communication	Audience
Week of July 20, 2020	Re-opening letter sent to all parents.	Email, Notification in Text and Phone Announcement Stored as announcement in Alma(SIS) with attachment	All students and families

On-going, daily	Addressing technology use over the summer	Texts/phone calls logged in Alma (SIS)	Individual students and parents
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12. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.

During distance learning we worked extremely hard to maintain a strong student and classroom culture that emphasized relationships with students and parents. Many of these have been discussed above.

Key components that will continue include:

- Regularly scheduled student and parent meetings
- Fun activities, that include games and raffles (Grub Hub, Door Dash and Grub Hub did well by us)
- Award, we had over 50/120 students make honor roll
- Surprise home visits with song and dance or goodies.
- Tee shirts, our end of the year tee shirt for all students had printed on back “I conquered Distance Learning, 2020)
- Perhaps, most important, an organized and active student voice in planning activities and running in-school meetings. We are expanding the size of our student council to encourage more student involvement.
- A team of students have asked if they could create a school newsletter and yearbook. This will be a new and important part of our school community and we will be looking for active student involvement.
- Distance learning did not take away from the need to continue to communicate school and classroom code of conduct. This was perhaps one of the greatest areas of success for us during distance learning. We witnessed students becoming more respectful, engaged in their learning, and appreciative of the efforts of their teachers. Over the summer we will work with faculty and students to prepare materials and activities for the start of the school year that will help establish a meaningful relationship and school culture from day one.

3. Social-Emotional and Mental Health Support

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

Social-Emotional and Mental Health Support Plan

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

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.

Liason: Joharlen Carvajal Email: joharlen.carvajal@charettepvd.org

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

Charette is dedicated to making workplace wellness a priority. Periodical evaluations via anonymous survey will gather information and thoughts on overall staff well-being and physical/mental health. Resources to be accessed via shared drive.

Charette has in place an Employee Assistance Program. The program provides extensive resources for self-care and professional support to our staff members as well as their family members. Many of our staff have accessed those services. We will continue to share the EAP information to returning and new staff. We will also continually share RIDE’s menu of mental health resources via a link in our internal shared drive.

Reopening Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. 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.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors.
X		e. Determine how and when fire evacuation, and lockdown drills will be conducted while being mindful of social distancing requirements.
Operations (Budget, Staffing, Scheduling, Food Services)		
	X	f. 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.
	X	g. 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.

	X	h. 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.
X		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.).
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.
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
		n. Update bus routes, as needed.
		o. Determine costs for changes in transportation (cleaning, re-routing, count of buses, etc.).
Technology		
	X	p. Designate a lead technology point of contact.
		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: <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.
X		w. Develop an ongoing communications plan that is thoughtful about the timing, frequency, stakeholder group, and content of communication. A plan for the entire

		<i>summer should be developed as soon as possible to be able to provide guidance to stakeholders on expected communication.</i>
X		<i>x. Identify a process and mode to receive feedback and concerns on reopening plans from stakeholders.</i>
	X	<i>y. Anticipate pushback or concerns from stakeholder groups and develop communications materials to support communication.</i>

Re-opening Operation Plan

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

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

EVIDENCE:

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.*

We had the departure of a of a part-time hall monitor/cafeteria support staff member, who is returning to college full time in the fall. We are currently advertising for a full-time substitute teacher and support for guidance/college planning/career counseling as we will be having graduating seniors for the first time since opening the school. We are working with New England Base camp in our effort to find a substitute teacher (as they have done in the past) that is familiar with the Summit Learning platform and can be effective in maintaining consistency with its use in the classroom. There are no plans to reposition staff at this time.

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.*

Full In-Person

Due to our limited square footage footprint, full in-person program is not feasible nor cost effective at this time. We are having difficulty obtaining the PPE for our existing space and it is

highly unlikely we could secure approved space, obtain needed supplies and train staff in the Summit Platform in 6 weeks. We would need double the space and double the teaching staff.

The basic structure of Charette’s schedule will remain the same regardless of which of the three scenarios are in place. This schedule existed prior to our Distance Learning program and maintained, with some modification) as a full day program during DL. A streamlined sample is below.

	Monday	Tuesday	Wednesday	Thursday	Friday
90 min	Math	English	Math	English	SDL
90 min	Self-directed Learning	Self-directed Learning	Self-directed Learning	Self-directed Learning	PBL classes
Lunch/Electives 90 min					
90 min	Science	History	Science	History	

We will stagger start/end times and use separate entrances/exits for grade levels that share the same floor of our building. Our students in grades 9 and 10 share the 2nd floor space, while students in grades 11 and 12 will share our 1st floor space. The purpose in staggering times and separate entrances is to allow students to safely enter/exit the building using social distancing guidelines, temperature checks and the use of hand sanitizer.

Transitions to use bathroom facilities and access the nurse will be monitored closely by our instructional support staff and classroom teachers.

Currently it is planned that students will remain in their assigned classroom for their core content classes, there are 4 content areas that involve project-based learning. Students’ mentors are one of those 4 core teachers. Only teachers will be transitioning and will take all precautions recommended as part of the safety plan promoted by RIDE.

At this time, it is planned that students will remain in their classrooms for lunch since we have only one cafeteria in our building which can only accommodate 12 students using social distancing guidelines. The amount of time it would take to provide a lunch period for all students in the building is simply not reasonable. We also do not have our own outdoor space nor do we have access to outdoor space for good weather days where students could have lunch; our only option is to have students remain in their classrooms for lunch.

Students who are dropped off and/or picked up at Charette will do so on Westminster Street. We will require parents and students to be mindful of the expectation of social distancing and mask wearing during both drop off and pick-up. For students who will take public transportation, the expectation is that our students follow social distancing and mask-wearing from door to door.

Partial In-Person

Our hybrid plan involves having 50% of our student population attending classes in-person while the remaining 50% are attending classes simultaneously but in a synchronized virtual class environment. Each classroom teacher would have 50% of his/her assigned students in the classroom while the remaining 50% would be attending the same class simultaneously and virtually.

Classrooms will be equipped with state-of-the-art technology to create a virtual experience which allows our students participating virtually to be fully immersed in the classroom. Students in the classroom and students at home will be able to interact seamlessly with the teacher and each other. We are working with our technology engineers to review our Google suite tools that will allow us to deal quickly with any unwanted visitors or disruptive incidents to the classroom environment. We were extremely effective in maintaining a productive classroom environment in the Spring and quickly took control and block or eliminated such events when they happened. We will continue to communicate with parents to explain the nature of online classroom meetings and our reasonings for recording classes for later instructional use. We will continue to obtain parent/guardian permission for such recordings.

All students would participate in-person two consecutive days per week and virtually in synchronized virtual learning two days per week. Plans are being made to extend the 2 days to 4 days on-site for those students, such as some special needs students that struggled to maintain a focus on schoolwork or needed additional supports during the distance learning program. Select students that fell behind and at risk for learning loss will be considered for a 4 day per week program on site. One hundred percent of our students would participate in distance learning one day per week.

The design of the Summit Learning Platform requires students to participate in two 90-minute class sessions for each of the four core content areas. In this hybrid model, during the two days of in-person learning students would attend each content area project class once per week. For example, on the first day of in-person learning, a student would attend their math and science class. On the second day of in-person learning, a student would attend their English and History classes. Two days per week, they would attend those same classes virtually. This design allows students to interact in-person with each of their four content teachers. The second class for each of the four core content areas will be in a synchronized virtual learning experience.

This hybrid plan allows Charette to:

- meet the 6' spacing requirement in every classroom for a stable group of approximately 11 students in each classroom.
- provide social distancing access to the one set of bathrooms that we have on the first floor and one set of bathrooms on the second floor.
- Using two entrances and a staggered start time by grade, will also allow 50% of students in each grade-level to come into and exit from the building safely.
- Thoroughly clean the classrooms and high-traffic areas between groups, i.e., student who attend Monday/Tuesday and the students who attend Wednesday/Thursday.
- Clean the building thoroughly on Friday since it would be a distance learning day for all students.

Page Break

Commented [KV2]:

Sample Schedule. Students A and B are assigned to the same classroom teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
	Math Student A in-person Student B Distance learning	English Student A in-person Student B Distance learning	Math Student B in-person Student A Distance learning	English Student B in-person Student A Distance learning	Students A & B Distance Learning For all classes
	Self-directed Learning Student A In-person Student B Distance Learning	Self-directed Learning Student A In-person Student B Distance Learning	Self-directed Learning Student B In-person Student A Distance Learning	Self-directed Learning Student B In-person Student A Distance Learning	
Lunch and Electives					Lunch
	Science Student A In-person Student B Distance Learning	History Student A In-person Student B Distance Learning	Science Student B In-person Student A Distance Learning	History Student B In-person Student A Distance Learning	

Limited In-Person

A Limited In-Person plan will exist for a percentage of our students based on medical need as determined by parent working with health, including mental health professionals, health and safety guidelines, or other. The results of our parent survey which have been shared with our RIDE contacts, suggest that some parents will not allow their children to come back to the school building with the current threat of Covid-19. The educational program and school schedule will remain the same for those students that attend school on a limited in-person format. They will follow the same schedule and have access to the same supports via videoconferencing as those students attending school on the hybrid program. The strength of the Summit platform lies in its built-in differentiated online supports and self-directed learning platform. As circumstances changes, either in a return to school or full time distance scenario, the classroom experience and the standards-based curriculum will remain the same, as will the high expectations for achievement.

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.

Our students use RIPTA transportation to/from school. We provide bus passes for them to cover the cost of ridership. The parent and student surveys indicate that close to 60% of our student body would need to use public transportation. Our students would be impacted by RIPTA's guidelines for the number of passengers on the bus at any one time. The limited number of seats and the health risks involved in taking public transportation. Many of our parents go to work much earlier than the start time for Charette. We will encourage car-pooling in our communications with families.

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).

Results of our June survey indicates, our parents are very hesitant to have their child return to full in-person learning in the fall. Only 21% of those surveyed responded that they would send their child to school in the fall for a full in-person model. Twenty-five percent of our parents support a distance learning model and fifty-four percent have voiced interest in a hybrid model.

Technology Contact person: Carol Martin, carol.martin@charettepvd.org

All students will be provided a school-issued Chromebook. We have current information for internet accessibility for our families given the fact that we just completed our Extended Year Program. We will resurvey families in early August to gather up-to-date information. Given the population we serve, this need changes frequently. Families have had intermitted loses of internet due to financial hardships and some who cannot afford the service at all. It is anticipated that the financial struggles will continue throughout the summer and next school year. Our close communication with students and families will assist Charette's swift response to their need. We will deploy the hotspots that Charette has purchased as well as those provided to us by the Innovation Office at RIDE.

Below s our technology budget which will support our efforts to develop a Partial In-Person or Limit In-Person (Distance Learning) program that will engage students, optimize learning, advance our ability to research and develop innovative technology for use in schools. Our goal is to use educational technology, including various forms of Virtual Reality, to optimize learning opportunities. We will make a serious effort to seek funding for this initiative. We recognize that Rhode Island is getting national recognition for its efforts to effectively transition to a distance learning program. Now we want to get recognition for innovative technology including using virtual reality to create a learning environment that promotes active engagement and creativity.

FY21 Hybrid Learning Budget: **Charette Charter School**

Prepared by Envision Technology and submitted by Todd Knapp, CEO of Envision Technology

Classroom Technology (per room)

Component Price Range 1. Computer \$750 - \$1,500 2. TV \$1,000 - \$2,000 3. TV Stand \$500 - \$1,000 4. Camera System \$2,500 - \$5,000 5. Audio \$200 - \$600 6. Touch Input \$50 - \$200

Number of Classrooms = 9 Classrooms Budgetary Estimate = \$45,000 - \$92,700

Teacher Technology (per teacher)

Component Price Range 1. Computer (May not be needed in all cases) \$750 - \$1,500 2. Docking Station \$150 - \$300 3. Dual Monitors \$350 - \$700 4. HD Camera \$250 - \$500 5. Audio \$200 - \$600 6. Green Screen Technology \$250 - \$500 7. Touch Input \$50 - \$200

Number of Teachers = 20 Teachers Budgetary Estimate = \$40,000 - \$86,000

Implementation of Technology Stack

Component Price Range 1. x9 - Classrooms \$10,000 - \$22,000 2. x20 - Teachers \$17,500 - \$30,000 3. Summit / Google Classroom / Hybrid Tech \$25,000 – 40,000

Design, implementation & testing

Budgetary Estimate = \$52,500 - \$92,000

FY21 Hybrid Learning Budget: **Charette Charter School**

Training & Support

Component Estimated Budget 1. Onboarding \$7,500 2. First Semester Support

3 Sessions per week for 3 Weeks + Iteration \$9,000 2 Sessions per week for 5 Weeks + Iteration \$10,000 3. Ongoing Expert Engagement

1 Session per week for 32 Weeks + Iteration \$32,000

Budgetary Estimate = \$58,500

Hybrid Learning Budget Summary

Classroom Technology Budget: \$45,000 - \$92,700 Teacher Technology Budget: \$40,000 - \$86,000 Implementation: \$52,500 – \$92,000 Training, Enablement & Ongoing Support: \$58,500 Unanticipated / Misc. Expenses – 5% of the total: \$9,800 - \$16,460

Total Budget: \$205,800 - \$345,660

Advanced Learning Platform Roadmap Costs

AR/VR Roadmap (per user platform)

Component Price Range 1. Microsoft HoloLens \$3,000 - \$4,000 2. Oculus Rift \$800 - \$1,000

Recommended Number of Components for Enablement 1. X2 - Microsoft HoloLens \$6,000 - \$8,000 2. X20 - Oculus Rift \$16,000 - \$20,000

Implementation Costs \$13,200 - \$16,800

Budgetary Estimate = \$35,200 - \$44,800

All-In FY 21 Hybrid & Enhanced Learning Platform Budget: \$241,000 - \$390,460

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To: Dr. Kathy Vespia

From: Dr. Robert Pilkington

Re: Expenses related to re-opening

Date: July 8, 2020

Please see below an estimate of expenses to facilitate the re-opening plans for Charette. Items are categorized by personnel to provide on-site daily sanitizing, PPE supplies for all students and nursing staff for 180 days and equipment/furniture to provide social distancing and additional Chrome Books and their configuration. The budget assumes that the re-opening conditions are for 180 days or the entire year. The total of this estimated budget is **\$141,131.00**.

Item	Amount/duration	Unit price	Total
<i>Personnel</i>			
Clean Crew, 1 FTE	180x8	35 per hr.	50,400
Closing the Gap tutorial support	96 hrs	25 per hr.	2,400
Full time substitute teacher			<u>24,300</u>
<i>Environmental</i>			
PPE masks	180x168	.40 each	12,096
PPE RN gown/shields	180	5.00 each	900
Plexi reception shields	3	275.00 ea	825
PPE sanitizer	50 gallons	40.00 per gal.	2,000
PPE sanitizer stations	8	150.00 each	1,200
Signage	30	10.00 each	300
Digital thermometers	8	45.00 each	360

HVAC Hepa filters	5x12	110.00 each	6,600	
<i>Equipment</i>				
Replacement Chromebooks	50	315.00 each	15,750	
Managed tech services	50	50.00 each	2,500	
Desks to replace tables	170	125.00 each	<u>21,250</u>	
Total			141,131.00	