



## Back-to-School Plan for Charette High School

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**LEA Name:** Charette High School

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### Executive Director's Message for Reopening the 2021-2022 School Year

To: School Community, Valued Stakeholders, Fellow RI Educators

From: Dr. Kathy Vespia, Executive Director

Re: Reopening of school for School Year 2021-2022

*"That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do it is increased".* Ralph Waldo Emerson

Last year we witnessed members of our school community demonstrate persistence in the face of unforeseen challenges and a sense of empowerment that inspired us all. Our community included faculty and staff, students, parents, and stakeholders extending beyond our school who were invested in student learning. Faced with the impact of a global pandemic, political, economic and social unrest, and pervasive social isolation, we shared a sense of purpose to promote trusting and supportive relationships. As we witnessed in the spring of 2021, we communicated 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 new school alive.



While the pandemic hit our community hard, we succeeded in keeping our school safe. We were steadfast in our effort to recognize the unique needs of each student, put working technology in the hands of all of our students, and provide resources to promote academic achievement and prevent learning loss.

We have learned much from our experiences last year and we are determined to make this an even better year. I am confident, working together, we will achieve that goal.

## 2. Vision and Guiding Principles for Back-to-School Operations

### i. Core values

Charette is an urban core high school with all students drawn from a random lottery of all Providence students. The following demographics are significant in the design and delivery of our educational program and defining our core values: 98% BIPOC (Black, Indigenous, and people of color), 98% eligible for free and reduced lunch, and a majority of our student population reporting significant challenges to learning. Our values drive this reopening plan, but more importantly, they drive the work we have done each and every day at Charette since we opened our doors three years ago in 2018. Upon review of the LEAP Absolute Priorities, we find significant alignment with our school values and priorities. Our values are outlined below.

#### #1. Reengage and reenergize our students to learning and collaborative effort.

- Our students report simultaneous feelings of enthusiasm and anxiety surrounding a return to full in-person learning. While 30% of our students continued to experience academic success during distance learning (achieving honor roll) the vast majority experienced learning loss.
- We need to continue to be creative and fluid in meeting the changing needs of each and every student, through use of incentives, innovative use of technology, intervention strategies and credit recovery programming.
- Identify the goals and aspirations of our students through communication with students and parents/guardians. Education with purpose (and a strong dose of fun) is essential in promoting reengagement.

#### # 2. Provide a state of the art, high-quality, standards-based curriculum through blended learning instruction.

- We have found that the Summit Learning program, which emphasizes the development of cognitive skills, content knowledge, and habits of success promotes self-directed student learning and a high level of preparedness for college and career.
- During distance learning, the use of our blended learning mode of instruction supported continuity of learning and identification of individual learning needs as discussed in a published blog. <https://blog.summitlearning.org/2020/04/our-students-are-thriving/>.





- Through the use of a data dashboard, our students monitor their achievement in all content areas, identify incomplete projects and learning checkpoints and complete needed work during after school work sessions and summer credit recovery programs.
- In our standards-based program, students are required to meet grade-level standards as assessed through common rubrics.

**#3. Employ a proactive Multi-Tiered System of Supports (MTSS) for identifying and effectively responding to the support and staffing needs of our urban youth, multilingual learners, and differently-abled learners.**

- Our data suggests that our urban students, multilingual learners, and differently-abled learners were particularly vulnerable to learning loss during the pandemic due to the high rate of Covid-19 transmission in our community, family responsibilities, and pre-existing barriers to learning.
- Daily/weekly data-based problem-solving pertaining to attendance, achievement and social/emotional well-being is essential in addressing the needs of students..
- Early assessment and intervention can help our struggling students catch up with their peers sooner. The key components of MTSS include:
  - Universal screening of all students early in the school year and periodically throughout the year.
  - Tiers of interventions that can be amplified in response to levels of need
  - Ongoing data collection and continual assessment
  - Schoolwide approach to maintaining expectations and providing support.

**#4. Promote meaningful partnerships and collaboration among all stakeholders invested in the achievement of our students while in-school and as they transition to college and careers.**

- Explore grant opportunities to foster community partnerships and engagement for our staff and students.
- Develop meaningful Individualized Learning Plans for each student that provides resources for personal development, goal setting, and career exploration.
- Develop meaningful post-secondary transition plans for all of our students through communication and collaboration with parents/guardians and community partners.

**#5 Guarantee that all students have the technology tools they need to succeed in learning experiences both in the classroom and extended or remote learning activities outside of school.**

- Work with community partners and state education agencies to provide high-quality internet and technology devices to all students.
- Provide assistive technology to differently-abled students and MLL to remove barriers to learning.



- Provide workshops and support to families in understanding and accessing technology tools.

## **ii. Hopes and Aspirations for the Fall**

With planning and relentless implementation of the up-to-date health and safety guidelines, we aspire to safely resume 100% in-school operations for the entire school year. 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. On-going support needs to be in place for all faculty and staff given the demands that are placed upon them during this challenging time. Trauma-based teaching strategies are essential in our urban environment and must address the needs of our students as well as our staff and faculty.

Through reflection and discussion, our faculty and staff have prioritized the following measurable goals:

- Faculty and staff participation in professional development to strengthen our Multi-Tiered System of Support (MTSS) and provide educational programming that addresses the individual needs of our urban students, multilingual learners, and differently-abled learners
- Establish and implement mitigation strategies that are in keeping with RIDOH Health and Safety guidelines to keep all members of the Charette community safe.
- Conduct a transcript analysis for all students and provide credit recovery and acceleration programs for those students that are undercredited for promotion or graduation.
- Design strategies and initiatives to reenergize the school community and establish strong relationships and a code of conduct built upon effective communication, respect and trust, and again, a strong dose of fun!

## **iii. The process for building the plan**

Although Charette reopened its doors to in-person in 9/2020, it was not until the spring of 2021 that approximately 50% of the student population returned to school. This experience provided foundational data for analysis on how to proceed for full in-person implementation in the fall, 2021, addressing the learning, social/emotional, safety, and technology needs of all members of the Charette community. The administrative team 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, the administrative team identified physical plant use, staffing and technology needs, and financial accommodations deemed necessary to launch our reopening plan. The on-site leadership then engaged the faculty and

consultants, particularly in the areas of curriculum development and MLL strategies, to construct logistical details.

Feedback from parents/guardians, students, Board of Trustees, community partners, faculty and staff allowed us to identify strengths and challenges from the 20-21 school year and set the goals identified in this reopening plan. We reviewed research regarding the impact of Covid-19 on academic, social and emotional development and relied heavily on health and safety guidelines from the RI Department of Health and guidance from the RI Department of Education in developing policies, such as mask and vaccination/testing policies and procedures pertaining to the reopening of school. Collaboration among the members of the League of Charter Schools provided a valuable forum for sharing resources, legal guidance, and policies. We believe that these combined efforts resulted in a reopening plan that will promote safety, trust and most importantly, the achievement and well-being of our students.

**iv. Need for Agility and Flexibility**

The inherent nature of an independent charter school is to be agile and flexible. 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 a research and design (R&D) organization, our track record of institutional introspection and rapid mid-course shifting is legendary and fully acculturated.

**v. Timeline with major milestones**

|                 |  |
|-----------------|--|
| May , June 2021 | 1:1 feedback sessions with all students and parents during report card conferences   |
| June, 2021      | -review of student academic progress and attendance, plan and implement extensive intervention strategies and support, reassess and revise as indicated by data<br>-1:1 “contract meetings” with students in need of credit recovery<br>-Mailing to all parents regarding summer credit recovery |
| 6/2021          | Board of Trustee Meeting reviewing progress and needs<br>Expand staffing to add support staff to core academic classes at every grade.   |
| 6/2021          | Design and implement a comprehensive Professional Development Plan with the goal of equipping teachers and support staff with the skill set to address the LEAP priorities.<br>The Professional Development Plan spans from July 2021 through  |

|                      |  |
|----------------------|--|
|                      | Spring 2022.   |
| Summer 2021          | Implementation of credit recovery program<br>Small Group and individual programming  |
| Summer 2021          | Staff, administration, family, education consultants (NEBasecamp),<br>community partners (GrowSmart, Generation Citizen, Inner You)<br>back-to-school planning   |
| 6/27/21 - present    | Major renovation of the first floor to support safety, teaching and<br>learning at Charette. Design of lower level reconstruction with<br>projected completion by Summer 2022 .  |
| 8/2/2021             | Receipt of the Back-to-School Planning template and Health and<br>Safety Guidelines from RIDE  |
| 8/5/2021- present    | Design and implementation of online surveys (Spanish and English)<br>to all students/families assessing level of satisfaction with<br>educational delivery during 20-21 school years and projected needs.<br>Parent/student school year reflection and reopening survey data<br>analyzed, disseminated to key stakeholders and incorporated into<br>this plan.   |
| 8/1 - 8/18/2021      | Revisions to core curriculum to address opportunities to close<br>learning gaps and accelerated student progress.  |
| 8/17/2021            | Board of Trustee Meeting approving masking and employee<br>vaccination/testing policies.   |
| 8/25/2021 - 9/2/2021 | Reconvene faculty to prepare for the opening of the 21-22<br>school year. Guided activities to gather feedback about 20-21<br>strengths and areas of growth. Design strategies to address<br>areas of growth for the upcoming year.<br>Create on-boarding and orientation activities for students<br>returning to in-person learning. Focus on mitigation<br>strategies, re-engagement of students, foster excitement for<br>learning, and assess both academic and social emotional<br>needs. |
|                      |  |

| Health and Safety (COVID-19 Control Plan)                                |                 |   |
|--|-----------------|---|
| Provide Assurance  | Submit Evidence |   |
| <b>Promoting vaccination</b>   |                 |   |
| X  |                 | a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.   |
| <b>Physical distancing</b>   |                 |   |
| X  |                 | b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.  |
| X  |                 | c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.  |
| X  |                 | d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.   |
| X  |                 | e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.  |
| <b>Face coverings</b>  |                 |   |
| X  |                 | f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.  |
| X  |                 | g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.   |
| X  |                 | h. Refer to <a href="#">CDC guidance</a> for the use and care of masks.   |
| <b>Minimizing access by COVID-19-positive or symptomatic individuals</b> |                 |   |
| X  |                 | i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.  |
| X  |                 | j. Post <a href="#">Symptom Signage</a> at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.  |
| <b>School-based testing</b>  |                 |   |
|  | X               | k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at <a href="https://forms.office.com/g/ESipgYmqb">https://forms.office.com/g/ESipgYmqb</a> |

|  |   |  |
|--|---|--|
|  |   | by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.   |
| <b>Cleaning, disinfection, and hand hygiene</b>      |   |  |
| X  |   | l. Utilize CDC guidance for <a href="#">cleaning, disinfection</a> , and <a href="#">hand hygiene</a> .  |
| <b>Responding to staff and students who are sick</b> |   |  |
| X  |   | m. Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> and communicate it to staff, students, and families.  |
|  | X | n. 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. Please include a cell phone number.  |
| X  |   | o. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart.   |
| <b>Communication with staff and students</b>         |   |  |
|  | X | p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <a href="https://forms.office.com/g/ESjpgYmqb">https://forms.office.com/g/ESjpgYmqb</a> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.  |
| X  |   | q. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.  |
| X  |   | r. Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.   |
| X  |   | s. 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  |   | t. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.  |
| X  |   | u. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.  |

## 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 | Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students. |
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|   |  |
|---|--|
| X | Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.  |
| X | Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance   |
| X | Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.   |
| X | Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.  |
| X | Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.  |
| X | In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.   |
| X | Refer to <a href="#">CDC guidance</a> for the use and care of masks  |
| X | Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.  |
| X | Post <a href="#">Symptom Signage</a> at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).   |
| X | Utilize CDC guidance for <a href="#">cleaning, disinfection</a> , and <a href="#">hand hygiene</a> .   |
| X | Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> and communicate it to staff, students, and families.   |
| X | Align your plan for managing staff and students if or when a someone in the building tests positive for COVID-19 with the CDC's <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart.  |
| X | Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.   |
| X | Post signs or posters describing the district's rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.  |
| X | 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 | Communicate information to staff, students, and families in their preferred language or easiest mode of communication.   |
| X | Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.   |

**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. 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 | kathleen.stlawrence@charettepvd.org |
|                       | Cell Phone Number:<br>401-378-7521  |
| Kathy Vespia          | kathy.vespia@charettepvd.org        |
|                       | 401-595-2356                        |
| Carol Martin          | carol.martin@charettepvd.org        |
|                       | 508-838-1295                        |

2. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <https://forms.office.com/g/ESjpgYymqb> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.

Mitigation Strategies submitted aligned with <https://www.ride.ri.gov/Portals/0/Uploads/Documents/COVID19/2021PK-12HealthandSafetyGuidance.pdf?ver=2021-07-28-152637-400>

Back to School Plan will be posted at:  
[www.charettepvd.org](http://www.charettepvd.org)

The Board of Trustee approved policies related to Health and Safety: A Mandatory Mask Policy and A Vaccination and Testing Policy. Please see attachments B and C.

**Testing Plan Narrative submitted with ELC Grant Application:**

Our school population is 168 students from the city of Providence who are 100% black, brown and/or Latino. Our students and families are among the most at-risk and hard-hit populations impacted by the COVID crisis. Currently approximately 30% of our student population is fully vaccinated. We continue to share vaccine clinic information with our families along with a strong message encouraging all family members who are eligible to be vaccinated should do so. Newly scheduled is a vaccine clinic which will be hosted by the charter high schools in Providence, i.e., Charette, VGV, RINI, Nowell and Tappa, in conjunction with Paolino Properties, and will be held in early September at VGV High School. Proposed dates: September 10 or 17. We are awaiting confirmation from RIDOH.

At Charette, we will conduct PCR testing weekly every Monday or the first day of the school week if there is a Monday holiday. Students and staff will be expected to participate in PCR

testing regardless of their vaccination status. The administrative team will seek Parent Consent to conduct the PCR test for their student. The Board of Trustees for Charette, at its August 19th meeting, approved a policy requiring staff to participate in weekly PCR testing or provide proof of full vaccination status.

We will conduct in-person COVID screening daily and when necessary, conduct BINAXNow testing if a student or staff member is symptomatic. We will also ensure positive BINAX tests are followed by a PCR test. We will follow all CDC and RIDOH recommendations for contact tracing, portal reporting and working with our students, families and staff to educate on quarantine requirements, etc.

During the 20-21 school year, we used the BINAXNow testing twice weekly for students attending our partial in-person program and our staff. We plan to seek updated parent permission to continue the use of BINAX testing this coming school year along with PCR testing.

| Instruction                  |                 |  |
|------------------------------|-----------------|--|
| Provide Assurance            | Submit Evidence |  |
| Instruction                  |                 |  |
|                              | X               | a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for <b>all</b> students. This plan must include an assessment of learning for multilingual learners and differently-abled students.   |
|                              | X               | b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently-abled students as well as the information for all students generally. |
| X                            |                 | c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.  |
| X                            |                 | d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.  |
| X                            |                 | e. Develop a system to continually monitor learning progress and loss.   |
| X                            |                 | f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.   |
| Remediation and Intervention |                 |  |

|   |   |   |
|---|---|---|
|   | X | g. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan. |
| X   |   | h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.  |
| <b>Special Education Services</b>                                       |   |   |
| X   |   | i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.   |
| <b>Staff Supports</b>   |   |   |
| X   |   | j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.  |
| X   |   | k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.   |
| X   |   | l. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.   |
| <b>Family and Community Engagement (communication and partnerships)</b> |   |   |
|   | X | m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.   |
| X   |   | n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.  |
| X   |   | o. 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 a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine. |
| X | Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.   |

|   |   |
|---|---|
| X | Develop a system to continually monitor learning progress and loss.   |
| X | Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.   |
| X | Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning. |
| X | Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.                            |
| X | Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.                                  |
| X | Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.   |
| X | Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.           |
| X | Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.   |

**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 learners and differently-abled students.

We will utilize the NWEA as a formal interim assessment tool three times throughout the school year to measure learning progress as well as loss. All students including multilingual and differently-abled students will participate in the assessments. Data from each testing cycle will be analyzed by the entire teaching team and support staff with the goal of aligning instruction to identified needs and designing intervention supports for our struggling students. Small group instruction will focus on targeting skill deficits and accelerating learning for those students with identified needs.

Using the common Cognitive Skills Rubrics embedded in the Summit Learning Platform, teachers and administrators will collaboratively score student work samples, identify strengths and areas of concern. Interventions will be designed in response to the data trends. A tiered approach will be used in addressing student needs. This approach involves a cycle of data review, root cause analysis, targeted instruction, and reassessment. The cycle repeats and targeted instruction focuses on only those students who have not yet met the standard. Tier 1 would include reteaching a concept to all students, Tier 2 and Tier 3 focuses on those who have not yet met the standard after intervention at the previous Tier.

Formative Assessment happens within the Summit Platform through Project Checkpoints. Teachers provide growth-producing feedback to each student individually. Each teacher has just-in-time data which can be utilized in planning instruction; both whole small group instruction.

*In addition, teachers will be using a variety of formative assessment tools during classroom instruction. Each lesson is expected to include multiple formative assessment strategies as well as a plan to utilize the assessment data to plan their instruction.*

*Building-wide data meetings are scheduled weekly for the first 5 weeks of school. This intensive plan will provide an opportunity to review weekly data points and respond quickly to meet students' immediate needs. Throughout the remainder of the school year Grade-level teams will meet weekly to review individually. Each teacher has just-in-time data which can be utilized in planning instruction; both whole small group instruction.*

*In addition, teachers will be using a variety of formative assessment tools during classroom instruction. Each lesson is expected to include multiple formative assessment strategies as well as a plan to utilize the assessment data to plan their instruction.*

*Building-wide data meetings are scheduled weekly for the first 5 weeks of school. This intensive plan will provide an opportunity to review weekly data points and respond quickly to meet students' immediate needs. Throughout the remainder of the school year Grade-level teams will meet weekly to review assessment data from the Summit Platform and collaborate on strategies to address identified needs. One building meeting per month will be devoted to analyzing and responding to student assessment data.*

*Teachers are being provided with two resources; PearDeck and NearPod to utilize in their classroom instruction. Both interactive platforms allow students to engage in the lesson by responding to prompts, brainstorming activities, etc., which allows the teacher to measure student understanding immediately. The interactive capacity engages students and provides a measure of accountability for their participation which is vital to their success.*

*2. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.*

Charette will focus on differentiating instruction throughout our core subjects to provide support to students who have identified needs and learning loss. Strategies will include reteaching and spiraling the tasks to increase rigor and attainment of grade level standards. Last spring and this summer, content teachers have engaged in curriculum planning with a goal of identifying essential learning opportunities which allow students to master grade-level knowledge and skills. Across all grade levels and content areas, pacing guides reflect the modifications made to the curriculum content. Given our use of the Summit Learning Platform, our course sequence provides opportunity to revisit cognitive skills and further their development as measured through a shared rubric. Within the Summit Platform, accessibility strategies are included with every project and unit. Our curriculum revisions incorporate the modifications focusing on essential learning. MLL specialists as well as differently-abled specialists have provided their expertise and support to our content teachers as the curricula was modified. Specific strategies and scaffolds are being designed for each project/unit for every grade-level. Our specialists are updating the Summit Platform to include additional materials to support a broad range of student needs. While we must pay attention to the students who have identified learning loss, we also have an obligation to those students who were able to make progress and in some cases thrive while on distance learning or partial-in-person learning. The need to differentiate is critical to providing opportunities for all students.

*3. 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). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learner, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.*

The entire student population of Charette would be considered historically marginalized, multilingual and/or differently-abled. Our students are 100% black, brown, Latino/Hispanic. 98% of them qualify for free/reduced lunch. Our approach to developing this plan reflects the work that has been on-going since the beginning of this pandemic. We have a laser focus on addressing both the academic and social/emotional learning of EVERY student we serve. The pandemic has, of course, intensified the urgency of every staff member in meeting the needs of our students and their families.

As noted above, Charette has an array of academic assessment strategies that will provide sufficient data for a data assessment cycle. Analyze data to determine root causes, establish an instructional plan to address learning gaps, reassess for mastery and begin the cycle again. Specific entrance and exit criteria are directly determined by the skills being addressed. The goal would be for students to reach 80% mastery. Using a three tiered model of intervention, instructional supports will be matched to the tier as appropriate. Some students will need a high level of intervention, which would necessitate their involvement in the third tier of small group intervention while others might only need a short duration of intervention.

The assessment of the social/emotional well-being of our students will be a priority in the first weeks of school and will be assessed regularly throughout the entire school year. To that end, we will rely on several avenues of information gathering. As a small school, our teachers are assigned to grade level two year looping teams. This enhances our capacity to form close relationships with our students and their families. In addition, our students are all assigned to a Mentor with whom they will spend time every day. Mentors will be expected to do daily check-ins with their students. That check-in could involve a short reflection activity, a one-on-one conversation or a class building activity. Should a teacher or any staff member in our building have a concern about a student, that concern is reported directly to our social worker and Executive Director for assessment and appropriate response. Students frequently seek out the support of a "trusted adult" in our building. Each professional is trained in their mandatory reporting obligations and will consult with the administrative staff and/or school social worker should there be a question regarding the need to report what was shared. We also have a Wellness course which our 9th and 10th grade students will enroll in this year. A variety of assessments, activities and reflections are included in every lesson. We are designing short social/emotional assessments and inventories that can be completed by all students on a monthly basis. The MTSS team will review the data collected, make recommendations to address large group, small group or individual needs.

The Multilingual Learner Team at Charette utilizes all resources to provide the additional support our students require. This begins with an orientation for the MLL students focusing on the basics of being a student at Charette. Starting at square one allows us to include students at all proficiency levels, making them feel welcome and accepted at our school as relationships grow

between the MLL teacher, support staff and administrator. From there, MLL students have a block of time with the specialist each day to specifically meet any needs (learning loss, gaps, etc.). Through the MLL Consortium comprising five downtown charter schools, monthly PD is provided to MLL teachers to keep them abreast of best practices and to address the pressing concerns at the time. Resources are shared such as Spanish assessments to better identify reading gaps, SEL inventories, and other tools that support multilingual learners. This collaboration has supported teachers by providing a network of professionals dedicated to improving outcomes for MLL students. We are committed to improving outcomes as measured on the ACCESS assessment. In doing that work, we are able to identify specific needs in the areas of speaking, listening, reading and writing.

4. *Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.*

One of the assets of Charette is its small size and the mechanisms in place for on-going communication between families, students, teachers and leaders.

4 “Family Chat” Sessions during the month of August, 2020 and August, 2021

1:1 Virtual report card conferences, throughout the 2020-2021 school year.

1:1 In-person credit recovery conferences in June, 2021

Parent surveys in Summer, 2021

Links for surveys: Parent survey: <https://forms.gle/g8RNtGjXngS5SKrp9>

Student survey: <https://forms.gle/TFiAgPrgRReAoB6t6>

Key takeaways from the data collected:

- Remote learning had a disruptive effect on many students, including onset of depression, disengagement and stress
- A high level of parent and student satisfaction with the level of communication and support between home and school.
- A high level of parent and student satisfaction with access to technology to support student learning
- Continued significant safety concerns about the return to school this school year 2021-2022, but student and parent satisfaction with mitigation strategies employed by Charette over the past year.

Please see Attachment A for current survey parent and student survey results.

### 3. Social-Emotional and Mental Health Support

|                   |                 |
|-------------------|-----------------|
| Provide Assurance | Submit Evidence |
|-------------------|-----------------|

| Social-Emotional and Mental Health Support |   |  |
|--|---|--|
| X  |   | a. Establish or maintain a support team focused on student and staff mental health and wellness.   |
|  | X | b. Designate a mental health liaison for the LEA 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, and continuously monitor students for mental health needs.  |
| X  |   | e. Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.                      |
| X  |   | f. Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.                        |
| X  |   | g. Provide resources for staff self-care, including resiliency strategies and RIDE's <a href="#">menu of mental health resources</a> .                 |

## 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 | Establish or maintain a support team focused on student and staff mental health and wellness.   |
| 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 | Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.                      |
| X | Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.                        |
| X | Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.                                  |

### 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 for the LEA who will work with the district, RI Department of Health, and community partners.

Joharlen Carvajal  
[joharlen.carvajal@charettepvd.org](mailto:joharlen.carvajal@charettepvd.org)

## 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 (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).  |

### Operations (Budget, Staffing, Scheduling, Food Services)

|   |  |   |
|---|--|---|
| X |  | e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.) |
| X |  | f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).  |
| X |  | g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff   |

### Transportation

|   |  |  |
|---|--|--|
| X |  | h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).   |
| X |  | i. 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"> <li>- Mask requirement (by federal order)</li> <li>- Seating charts, with assigned seats as much as possible</li> <li>- Cleaning schedule</li> <li>- Open windows when safe and feasible</li> </ul> |

### Technology

|   |  |  |
|---|--|--|
| X |  | j. Designate a lead technology point of contact. |
|---|--|--|

|   |   |  |
|---|---|--|
| X   |   | k. Develop a return to school technology plan.   |
| X   |   | l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gaps in technology needs.  |
| X   |   | m. Survey families to determine technology needs.  |
| X   |   | n. Develop and revise process for inventory of technology, as needed.  |
| <b>Family and Community Engagement (communication and partnerships)</b> |   |  |
| X   |   | o. 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 | p. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders. |

## 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 | 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.                 |
| X | Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.  |
| X | Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.  |
| X | Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).  |
| X | 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.) |
| X | 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.)                                       |
| X | Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.   |
| X | Assess student arrival protocol (school bus drop off, parent drop off, etc.).   |
| X | Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.  |

|   |  |
|---|--|
| X | Designate a lead technology point of contact.  |
| X | Develop a return to school technology plan.  |
| X | Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.                                      |
| X | Survey families to determine technology needs.   |
| X | Develop and revise process for inventory of technology.  |
| X | 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. |

**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 plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

**Quarter review:**

- At Charette we recognize that developing an education program that meets the needs of all of our students, especially in light of new information and changing dynamics of the Covid-19 pandemic, is an iterative process. We are a new charter school, with only three years in operation, and, as such, our School Improvement Team plays a critical role in strategic planning, quarterly review of outcomes, and program improvement. This team will play a pivotal role in the review and refinement of our Back-to-School plan.
- The Charette Special Education Local Advisory Committee (LAC), which includes input and or participation of parents, students, teachers, school staff, administrators and community stakeholders, will review the plan quarterly to ensure that the needs of the differently-abled students are being fully addressed in the most efficient manner. LAC members work to ensure that the unique needs of all students are addressed and services are provided in the manner appropriate to meet FAPE and other State and Federal guidelines. We work to stay informed on best practice and to find solutions during this challenging time for those with additional health and educational concerns
- Quarterly, 1:1 virtual parent conferences will provide valuable opportunities to review student progress and make adjustments in the delivery of social, emotional and academic services, as needed.

**Bi-monthly review:**

- Bi-weekly MTSS meetings will be an important mechanism for reviewing the needs of all of our students which are all urban youth and predominantly multilingual with evidence of underperformance in academic areas. Additional resources to support the academic, social and emotional needs of our students will be incorporated into our plan on an as-needed basis.

Since March, 2020, Charette has extensive experience with both fully remote and a partial or a limited in-person scenario. We know, especially with our use of the Summit Learning Platform, an e-learning project based classroom, we can transition in and out of full in-person to partial in person or remote learning with ease.

**Attachments:**

**Attachment A - Parent and Student Survey Samples**

**Attachment B - Charette Masking Policy**

**Attachment C - Charette Vaccination and Testing Policy**

