

Re-opening Plan Guidebook Providence Public School District SY 21-22

LEA Back to School Back-to-School Planning Template

LEA Name: Providence Public School District

Point of Contact: Erlin Rogel

Email Address: erlin.rogel@ppsd.org

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1. Message from Superintendent Montañez

PPSD Community –

Learning during the COVID-19 pandemic has been a historic challenge for schools around the world. In spite of enormous obstacles, Providence Public Schools was able to safely keep our schools open for in-person learning last year. We should all be proud of that accomplishment. But while the availability of safe and highly effective COVID-19 vaccines has allowed us to make significant progress in our fight against this virus, the Delta variant is proving to be incredibly serious for those who are unvaccinated. As we prepare for a full, five-day-a-week return to in-person learning this fall, we will continue to implement health and safety measures.

We have already shared our initial [PPSD Health and Safety Guidance for the 2021-22 School Year](#) to familiarize staff and families with the COVID mitigation practices we will be employing to keep our community safe. Those strategies—including our policy of universal mask wearing, the availability of in-school weekly asymptomatic testing, and our extensive quarantine protocols—are outlined again in this document.

We also recognize that the impact of the COVID-19 pandemic extends far beyond the physical health of our students and staff. In order to provide our students with the high-quality education they deserve, we must increase the level of supports provided to students, staff and families. Our plans to accelerate learning for all students—particularly our special education students, multilingual learners and chronically absent students—are laid out in this Back to School plan.

As a district in transformation, ensuring that we continue to make progress towards the goals of our Turnaround Action Plan is a top priority for the upcoming school year. We are fully committed to executing on our Turnaround work, and will continue to provide quarterly updates on our progress.

We have already overcome so much in the last 18 months. And while we may continue to face challenges this year, I am confident in our ability to rise to the occasion—but only if we do it together.

Thank you,

Dr. Javier Montañez
Acting Superintendent

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

This guidebook contains important information about PPSD’s plans to respond responsibly to the COVID-19 virus while also providing the best possible academic and social-emotional support to our students and educators. Our plan represents the hard work and best thinking of our district and school leaders, educators, staff, and community members. It also responds to the important input of state leaders and health experts.

Vision

PPSD will provide equitable, rigorous, and joyful academic and social-emotional learning experiences for all students. We will also support the social-emotional wellness and develop the skills, knowledge bases, and equity mindsets of our team of educators. This is not a moment to pause, but rather a moment to accelerate our transformation and strengthen our supports for our community.

Guiding Principles Driving the Plan

To fulfill our vision for re-opening, we have crafted a set of guiding principles that align to our core values while also acknowledging our unique context as a turnaround district.

- **Put safety and wellness first:** We will make decisions that put the mental, emotional, and physical health and safety of our students, staff, and community first.
- **Be equitable:** We will provide access to high-quality programming for all students and, when needed, prioritize our students who have been most impacted by educational inequities and COVID-19, including our youngest learners, multilingual learners, and students who are differently-abled.
- **Strive for excellence in results:** We will continuously assess and improve what we do with a goal of ensuring that every single PPSD student is receiving a high-quality education.
- **Be flexible, transparent, and responsive:** We will engage our community members with transparent communication and honor their voices by listening. We will keep our plans clear and will adjust course as circumstances change.

Hopes and Aspirations for the Fall

PPSD is working to ensure that the district continues to progress toward its hopes and aspirations for students, families, and staff throughout the 21-22 school year. These goals are quantified by the measures in the Transformation Action Plan (TAP). PPSD will assess its progress in the fall and throughout the school year on overall performance as well as performance for specific student subgroups.

3. Strengths and Challenges from the 2020-2021 School Year

As one of few large urban school districts in the country to remain open for in-person learning throughout the 2020-2021 school year, Providence Public Schools saw many strengths. The District's 2020-2021 accomplishments include:

- Safely bringing elementary students to our school buildings five days a week and middle and high school students to our school buildings every other day;
- Creating and adapting a highly effective in-house contract tracing system;
- Ensuring that students and staff had access to in-school, free asymptomatic testing;
- Remaining flexible and responsive as public health conditions and state guidance changed;
- Supplying schools with ventilation supplies and PPE; and
- Leading direct outreach to families through door-knocking during the first few months of school.

The 2020-2021 school year was also met with unique and complicated challenges, just as it was in districts across the country. Providence Public Schools observed:

- Initial challenges determining connectivity needs of families for distance learning;
- Early difficulties with ensuring accurate contact tracing on school busses;
- Low participation rates in our in-school asymptomatic testing program;
- Persistent and significantly increased rates of chronic absenteeism across the district; and
- Staffing difficulties associated with specific programs in the Virtual Learning Academy, particularly dual language.

4. Health and Safety (COVID-19 Control Plan)

A. Spacing and Grouping

Spacing and grouping guidelines are affected by vaccine eligibility and public health conditions. As of the drafting of this guidance, individuals aged twelve and older are eligible to be vaccinated. Guidance may change as public health conditions change and/or vaccine eligibility expands.

Classroom Settings

Elementary schools should use a stable group model as feasible, keeping students from the same classroom together as much as possible throughout the day. When keeping in stable groups, physical distancing is not required within those stable groups, but 6 feet of distance should be maintained between different stable groups. In instances where elementary schools do not have stable groups, physical distancing of at least 3 feet is recommended as much as possible. At the elementary level, there may be instances where small groups of students are integrated into other classrooms to support inclusive practices (e.g., students in self-contained classrooms joining their peers for art, music, and physical education).

For middle and high school groups where students are eligible for full vaccination, physical distancing is not required. In non-stable groups where students are not eligible for vaccines, at least 3 feet of distance is recommended as much as possible. As of the drafting of this guidance, vaccine eligibility is for individuals 12 and older. Given grade level for standard ages, 6th grade classrooms may have students who are both eligible and ineligible for vaccination. As such, if a stable group model is not followed, physical distancing of at least 3 feet is recommended as much as possible.

School staff are allowed to travel between different classrooms at all grade levels. Teachers should continue to have seating charts with assigned student seats as much as possible to assist with case investigation and contact tracing if needed.

The use of physical barriers in classrooms is no longer recommended by the CDC.

Shared Spaces, Cafeteria and Recess

Outdoor learning experiences and dining are encouraged whenever possible. For elementary stable groups, at least 3 feet of physical distance between stable groups is recommended for indoor activities in shared spaces. Please note: If schools choose to distance stable groups less than 6 feet, there may be an increase in the number of close contacts between the stable pods in the event of a positive COVID-19 case.

Schools are able to use cafeterias for meal service and dining. Schools can utilize combinations of cafeteria space and classroom space for dining depending on available space and coverage. When dining, the following spacing guidelines should be followed:

- Stable groups: students should have consistent, assigned seating with members of their stable group where possible. Students should be spaced at least 2-3 feet apart with 6 feet between tables as much as possible.
- Non-stable groups: students should have consistent, assigned seating. Students should be spaced 3 feet apart as much as possible.

B. Cleaning, Disinfecting, and Hand Hygiene

Schools should utilize the [CDC Guidance](#) for cleaning, disinfection, and hand hygiene. As of 7/20/21, this guidance includes:

- Limit sharing of high touch objects that are difficult to regularly clean (such as, electronic devices, pens, pencils, books, games, art supplies, lab equipment).
- Individuals should wash their hands, particularly at key times such as after bathroom breaks, before lunch, after playing outside, or after using shared materials.
- Provide hand sanitizer, particularly near frequently touched surfaces.
- Limit the use of “soft” materials such as rugs and bean bag chairs

Cleaning protocols

Standard cleaning

PPSD and Aramark have hired additional custodial staff who will provide additional cleaning throughout the day for school buildings. Additional custodial staff will clean high touch surfaces and objects (such as door handles, sink handles, drinking fountains) at least once a day or as often as needed (for example, when visibly dirty) as well as bathrooms.

“Level 2” Cleaning

In the event of a probable COVID-19 case during the school day (i.e., a staff member or student displays symptoms indicative of a probable COVID-19 case in a school building), staff members or students should be temporarily relocated to another space in the building. Aramark will conduct a cleaning of the classroom including a cleaning of high touch surfaces and ventilation measures described below ([L. Ventilation](#)).

“Level 3” Cleaning

In the event of a confirmed positive COVID-19 case where the student or staff member was in the building within the last 24 hours, Aramark will conduct a “Level 3”, deep cleaning. This includes a deep cleaning and disinfection of all surfaces within the classroom and ventilation measures described below ([L. Ventilation](#)). Aramark will leave a cleaning slip on the door to confirm the Level 3 cleaning has been completed.

C. Masks

For the beginning of the 2021-2022 school year, all school-based staff members and students will be required to wear masks indoors, regardless of vaccination status. This guidance is subject to change depending on changes in public health conditions.

Mask use is generally not required outdoors; however, if outdoor activities involve sustained close contact between individuals not in the same stable group (<3 feet distance for 15 minutes or more), masks should be worn by adults and students who are not vaccinated.

Mask-wearing exceptions will be made for the following categories of people:

1. Children under the age of 2 years.
2. A person with a disability who cannot wear a mask, or cannot safely wear a mask, because of a disability as defined by the Americans with Disabilities Act (42 U.S.C. 12101 et seq.).

3. A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.

Staff members who believe they qualify for an exception under items 2 and 3 must contact Ray Lambert (Raymond.Lambert@ppsd.org) to review and approve/deny the request. Students' parents or guardians should contact their student's school nurse to review and approve/deny the request.

Vendors and visitors will also need to wear masks regardless of vaccination status.

Please refer to [CDC guidance](#) for the use and care of masks.

D. Symptom Screening

Students and staff members who are sick and/or have symptoms that indicate a probable COVID-19 case should stay home, contact their health provider, and get a test. Additionally, unvaccinated students or staff members who have a household member who has symptoms indicative of a probable COVID-19 case must stay home until the probable case has received a negative COVID-19 test.

Staff and parents/guardians are strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening. Students and staff members who are sick or have symptoms should not attend school. Schools must post symptom signage at the entrance(s) of their building.

E. School Visitors

Visitors may enter the school building. A 30-day log of all visitors is required for contact tracing. Logs should document the date, contact phone number, and arrival/departure times. All visitors must comply with the school's COVID-19 policies and protocols. All visitors must wear masks at all times.

F. Before and Afterschool Programming

If the program is licensed by the Department of Human Services (DHS), then the program needs to follow the DHS regulations and guidelines. If the program is not run by DHS, but is located at the school and sponsored by the school, the program must follow the school's health and safety guidelines.

G. Field Trips

Field trips can resume as long as the necessary COVID-19 health and safety policies are met. Stable groups should remain consistent during field trips. This means the same classroom groups participate as a stable group in field trip activities as much as possible.

H. Personal Protective Equipment (PPE)

Schools will receive an adequate supply of PPE for all classrooms and office spaces, including:

- Reusable masks to distribute to all staff members and students.
- Disposable masks for students or staff members who have forgotten their cloth masks.
- Hand sanitizer for all classrooms, offices, and shared spaces where sinks/handwashing stations are not available.

- Disinfectant spray for all classrooms, offices and shared spaces.
- Signage for entryways and hallways to support social distancing.
- Face shields upon request.
- Gowns and gloves for school nurses.

Schools will receive a supply of the above to cover all classrooms, with replenishment happening through the school year. Staff members should contact their principal or supervisor if additional PPE is required, which will be replenished from the central warehouse.

If any staff have underlying immunocompromised conditions, they may wish to consult their doctor about any additional PPE. When in close contact with or treating a patient suspected or confirmed to have COVID-19, recommended PPE includes N-95 respirator (or face mask if N-95 is unavailable), eye protection (goggles or face shield), gloves, and gown.

I. Ventilation

To support building ventilation during the COVID-19 pandemic, all classrooms are equipped with air purifiers utilizing MERV13 filters that meet or exceed CDC recommendations regarding air changes per hour (ACH). Each school will have an adequate allotment of replacement filters for air purifier units; school custodians will change when a replacement is necessary. Air purifiers should be placed at least 2 feet from the wall and should be turned on to maximum ventilation rates.

In addition, for school-buildings with air conditioning we will be increasing outside air intake as well as running the buildings on “occupied” mode for longer periods of time prior to the school day. Classrooms without air conditioning may utilize window fans to increase airflow as well.

Opening windows and or doors when the weather permits helps improve ventilation and reduce viral transmission. Cross-ventilation is ideal and can be achieved with fans placed in windows or with combinations of open doors and windows. Ventilation is improved with each additional inch a window is opened. Using air purifiers and opening windows/doors to increase ventilation will allow for the greatest improvement in classroom ventilation.

J. Responding to Students and Staff Members who are Sick

Schools should continue to follow [The Outbreak Response Protocols: PreK-12](#). Students and staff members who are sick and/or have symptoms that indicate a probable COVID-19 case, even if they are vaccinated, should stay home, contact a healthcare provider, and get tested. Similarly, unvaccinated students or staff members who have a member of their household who has symptoms of a probable COVID-19 case must quarantine until the results of the COVID-19 test for the probable case are known.

Incident Response

If a student or staff member is sick and is a probable COVID-19 case, they should not come to school or work and get tested. This applies to both vaccinated and unvaccinated individuals. If a student or school-based staff member tests positive, he or she should contact his/her school nurse; central office-based staff members should contact Donna O’Connor (donna.oconnor@ppsd.org).

If a student exhibits COVID-19 symptoms that indicate a probable case at school, the student should be relocated to the school's isolation room. If a staff member exhibits COVID-19 symptoms, he or she should notify his/her supervisor and go home for the day before getting tested.

Cleaning and Disinfection

See the [Cleaning Protocols](#) section for cleaning and disinfection procedures when a student or staff member is sick.

Quarantining

Schools should continue to follow the [RI quarantine requirements](#). Based upon the current case rates, the limited spread within K-12 settings, the high vaccination rates in Rhode Island, and the importance of in-person learning, PPSD will follow the "7 day with testing" quarantine option. This option is the least disruptive to students' education and to families' lives. With this option, close contact individuals can return to school on Day 8 with a negative PCR test from Day 5 or later, and must monitor for symptoms until 14 days after exposure. If symptoms appear, individuals must stay home until they obtain a negative PCR test. RIDOH may recommend longer quarantine lengths in certain situations.

Schools will continue to provide seating charts and contact information to the R.I. Department of Health if positive COVID-19 cases arise amongst their staff or students.

If there is a positive case within a stable pod, it is likely that the entire stable pod will need to quarantine if no physical distancing was done. If students share an outdoor space (such as recess), case investigation will be done at the individual level to try to determine any close contacts.

An exposed person (close contact) who was within 6 feet of the infected person for at least 15 minutes over 24 hours needs to quarantine. Individuals do not need to quarantine in the following situations:

1. An individual who is fully vaccinated (i.e., is 14 days from receiving all doses of an FDA-approved or WHO-approved COVID-19 vaccine);
 - While fully vaccinated individuals do not need to quarantine, it is recommended they get tested 3-5 days after the exposure and continue to monitor for symptoms for 14 days.
2. An individual who has been diagnosed with COVID-19 during the past 90 days; or
3. A K-12 student if all of the following criteria are met:
 - *K-12 students*: both the infected person and exposed close contact are K-12 students;
 - *Indoor classroom*: the close contact exposure occurred in an indoor K-12 classroom;
 - *Physical distance*: at least 3 feet of physical distance was maintained at all times during the close contact exposure; and
 - *Face masks*: both the exposed (close contact) student and the infected student wore a face mask at all times during the close contact exposure

Note: exception 3 only applies to K-12 students, not staff members or adults

Regardless of vaccination status, all individuals who are close contacts and meet criteria to avoid quarantine (1-3 above) should get tested 3-5 days after the exposure and continue to monitor for symptoms for 14 days.

K. School-Based Testing

Students under 18 years of age will be required to submit a consent form to participate in PPSD’s in-school asymptomatic and symptomatic testing.

Asymptomatic testing

PPSD schools will offer weekly asymptomatic testing for students and staff members on a voluntary basis.

Symptomatic testing

In addition to asymptomatic testing, nurses will have testing supplies should a student or staff member develop symptoms throughout the day, or in the event that multiple positive cases in a school necessitate additional testing of asymptomatic individuals.

L. Promoting Vaccination

People aged 12 or older are now eligible for COVID-19 vaccine. Schools should promote vaccinations among teachers, staff, families, and eligible students by providing information about COVID-19 vaccination, encouraging vaccine trust and confidence, and establishing supportive policies and practices that make getting vaccinated as easy and convenient as possible. RIDOH provides COVID-19 Vaccine Resources in the COVID-19 Community Partner Toolkit:

<https://covid.ri.gov/public/covid-19-community-partner-toolkit?language=en>

Health and Safety (COVID-19 Control Plan) Assurance and Evidence		
Provide Assurance	Submit Evidence	
Promoting vaccination		
x		1. <i>Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.</i>
Physical distancing		
x		2. <i>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.</i>
x		3. <i>Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.</i>
x		4. <i>Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.</i>

x		5. <i>Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.</i>
Face coverings		
x		6. <i>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.</i>
x		7. <i>In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.</i>
x		8. <i>Refer to CDC guidance for the use and care of masks.</i>
Minimizing access by COVID-19-positive or symptomatic individuals		
x		9. <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.</i>
x		10. <i>Post Symptom Signage 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.</i>
School-based testing		
	x	11. <i>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 https://forms.office.com/g/ESjpaYmqb by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.</i>
Cleaning, disinfection, and hand hygiene		
x		12. <i>Utilize CDC guidance for cleaning, disinfection, and hand hygiene.</i>
Responding to staff and students who are sick		
x		13. <i>Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.</i>

	x	14. 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		15. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
Communication with staff and students		
	x	16. Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYmqb 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		17. 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		18. 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		19. 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		20. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
x		21. 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	<i>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.</i>
X	<i>Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance</i>
X	<i>Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.</i>
X	<i>Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.</i>
X	<i>Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.</i>
X	<i>In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.</i>
X	<i>Refer to CDC guidance for the use and care of masks</i>
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. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.</i>
X	<i>Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).</i>
X	<i>Utilize CDC guidance for cleaning, disinfection, and hand hygiene.</i>
X	<i>Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.</i>
X	<i>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 What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.</i>
X	<i>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.</i>
X	<i>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.</i>

X	<i>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.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
	<i>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</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. 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.

<i>Full Name</i>	<i>Email Address:</i>
<i>Donna O'Connor</i>	Donna.OConnor@ppsd.org
	<i>Cell Phone Number:</i>
	401 456-9318

2. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <https://forms.office.com/g/ESjppYymqb> 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.

<https://www.providenceschools.org/back2school>

5. Instruction

Impact of COVID-19

The impacts of the Covid-19 pandemic on student learning will not be fully understood until many years into the future. However, both national and local data provide us with important context to inform our learning acceleration and recovery plan.

Historical crises such as Hurricane Katrina point to the potential for profound and sustained impacts on students, both academically and in terms of their social-emotional wellbeing, as documented by the [Education Research Alliance](#) and others. [National data](#) on the impacts of Covid-19 indicate relatively more unfinished learning in math than in reading, as well as exacerbated racial and socioeconomic inequities. Students in districts like Providence are more likely to experience unfinished learning in both math and reading than their wealthier peers. [National data](#) also indicate significant increases in mental health needs among children.

Providence data indicate similar trends. As documented in the [2019 Johns Hopkins University Institute for Education Policy report](#), PPSD was already in a learning crisis pre-pandemic, which resulted in state intervention and the creation of PPSD's Turnaround Action Plan (TAP). The pandemic has both affected implementation of strategic TAP initiatives and compounded existing challenges.

- Providence took the critical step of implementing rigorous, high-quality curriculum in K-8 math and ELA in 2020-21. Such work is a significant undertaking under optimal conditions, but doubly so given the contingencies of virtual/hybrid learning, quarantines, new technology and related instructional practices, virtual as opposed to in-person training and coaching, new health and safety protocols, stressors in student and educator homes, etc. In particular, the ARC curriculum is designed for in-person implementation, such that not all program components were able to be fully implemented as intended in 2020-21.
- PPSD had problematic attendance pre-pandemic, resulting in the TAP power metric of 90% student attendance. However, the pandemic exacerbated attendance challenges in 2020-21. While less than 5% of elementary students were absent for more than 20% of the school year in 2019-20, nearly one third of elementary students missed more than 20% of the school year in 2020-21, per Annenberg Institute analysis.
- Mirroring national trends, PPSD saw declines in performance on NWEA MAP.

These impacts, as well as the lived experiences of our students, families, and staff, point to an urgent imperative to put in place intentional strategies, both universal and targeted, to accelerate learning and foster social-emotional wellbeing and healing.

Engaging with Our Community

Our plan for learning acceleration is grounded in our Turnaround Action Plan (TAP), the product of a conscientious and thorough process led by Community Design Teams. In addition, our learning acceleration plan builds upon our 2020-21 reopening plan, which was built in partnership with community stakeholders through engagement structures including 25 facilitated discussions between district leaders and stakeholder groups; four digital town hall events; three district-wide surveys of families, staff, and school leaders; and repeated feedback cycles with the Rhode Island Department of

Education (RIDE). In order to ensure that our plan for learning acceleration continues to reflect our TAP pillar of Engaged Communities, we have and will continue to solicit stakeholder voice in a variety of ways:

- Student learning summits
- School board presentations
- Community advisory boards
- Teacher focus groups
- School leader focus groups
- Central office instructional team roundtables

Our Academic Vision and Approach

PPSD's ongoing improvement work is centered in our four core values of students first, equity and access, transparency, and results as well as our TAP pillars of engaged communities, excellence in learning, world class talent, and efficient district systems. Our efforts across the district must also work in service of the aims to which we aspire for our graduates: mastery of academic content, critical thinking and creative problem solving, global mindedness, purpose-driven leadership, collaboration, self-awareness, self-determination, and social awareness.

Academic Steering Committee

We gathered a team of stakeholders to begin drafting a coherent vision for academics. This team met through the spring semester to look at our Turnaround Action Plan priorities in light of the pandemic. The visual below shows the work the steering committee engaged in and how our visioning aligns to current district initiatives.

Key Tenets of Our Acceleration Plan

Grounded in these foundations, our vision for learning acceleration and recovery planning includes a handful of key tenets:

- Context matters: We must place our recovery planning in the context of past precedents and national trends.
- Our data tells a story: We must seek to understand what our data is telling us as we analyze our current reality.
- Align efforts to TAP initiatives: We must ensure our current planning aligns to long-term turnaround efforts.
- Remain student-centered: As a learning organization, our primary focus is to improve the student experience and learning outcomes.

Guiding Principles for Acceleration

In line with this vision, our strategy for learning acceleration and recovery reflects the following guiding principles:

- Innovative learning experiences for all students: We will strengthen and expand both core and enrichment offerings for all students, in line with the world class education they deserve. Rigorous core academics and meaningful enrichments will provide all students with an inviting and engaging return to school experience.
- Targeted academic programs for our highest need students: Per our core values of equity and access, we will make a series of focused investments to target supports for specific groups of students.

- Social-emotional supports for all students and adults: The evidence is clear that all members of our community, both students and adults, need access to robust social-emotional supports and resources.
- Raise the floor without lowering the ceiling: We lost learning time with students, but we cannot go backwards. We will make a series of investments in key academic infrastructure and supports to ensure that educators are well equipped to accelerate learning for all students.
- Be sustainable to make a long-term impact: We will prioritize one-time investments that have enduring impact over investments that involve recurring, long-term costs that we may not be able to support over time while operating in a fiscally responsible manner.

PPSD Accelerated Instruction Design Pillars

Our new Instructional Design Pillars set the focus for innovative, 21st century accelerated learning.

PK-12 School Design Pillars	Accelerated Instruction Pillar Descriptors
1. Rigorous and authentic	Grounded in rigorous text and tasks, learners engage in authentic, relevant, and active learning. They have multiple real-world opportunities to transfer their knowledge and skills from academic settings to hands-on experiences. While being supported, students are self-determined and carry the cognitive load of their learning. They develop a critical eye to the world around them and question their assumptions.
2. Student Centered & Asset-Based	Learners' interests, curiosity, and creativity are actively engaged in the creation of learning activities and experiences. Learning activities account for students' strengths and gaps and amplify their passions, background, and assets. Because it is self-directed and student-centered, students grow agency and develop intrinsic motivation as they navigate and lead their own learning journey.
3. Collaborative & Connected	Learners feel cared for, valued, and valuable. Strong rituals and routines create a sense of belonging and significance in the learning community. Learning is often done in partnership with peers and supported by adults, thereby inspiring reflection, empathy, and deep collaboration.
4. Social Consciousness & Leadership	Learners examine their own identities and implicit biases and seek to learn deeply about the identities of others. They grapple deeply with social problems and engage fully in the worthy struggle of seeking to resolve them. They develop leadership skills, racial identity, global mindedness, and a social justice orientation as their learning is connected to impactful community transformation.
5. Whole Child	Learners have opportunities to nurture their whole beings--physical, intellectual, and emotional. Through embedded SEL programming and many moments of practiced mindfulness, they develop mindsets, skills, and knowledge to care for themselves and others.

High-Quality Grade-Level Content and Instruction

Context and Best Practices:

Access to high-quality, grade-level content is central to our “excellence in learning” pillar. Professor David Steiner summarizes some of the key research-based impacts of high-quality curriculum in [What We Teach Matters](#). In [The Opportunity Myth](#), TNTP found that a district’s adoption of high-quality instructional materials more than doubled the likelihood that students would be provided with grade-level assignments. High-quality instructional materials are more important than ever in light of the impacts of the pandemic and play a critical role in accelerating learning for all students, per TNTP’s [Learning Acceleration Guide](#), CCSSO’s [Restart and Recovery Guide](#), and other credible resources. In line with this research as well as national evidence and its Turnaround Action Plan, PPSD will implement new, high-quality curriculum in a number of contents and grade bands in for 2021-2022:

- Eureka Math (K-5 math)
- Illustrative Math (6-12 math)
- American Reading Company (K-8 ELA and ELD, 6-8 Social Studies)
- StudySync (9-12 ELA)

PPSD’s core values of equity and access demand that we continue our journey to provide access to high-quality, grade-level content in all contents and grade bands as well as accelerate learning for all students, including those with unique learning needs. PPSD will leverage national research and best practice in order to strengthen its supports for [multilingual students](#) and [students with IEPs](#).

In order to strengthen universal access to high-quality, grade-level content, PPSD will:

- Extend and strengthen its implementation of existing high-quality curricula (ARC, Eureka, Illustrative Math) in grades K-8 through continued training (both district-wide and school-based) and coaching from vetted providers. The district will also create a “curriculum fellows” program to leverage the knowledge of our PPSD educators to further tailor instructional materials to meet our students’ needs.
- Provide literacy and math coaches in each school K-12.
- Expand instructional leadership training and coaching across the K-12 spectrum.
- Invest in academic infrastructure, including a learning management system and a data dashboard, to streamline educator access to materials and information needed to inform responsive teaching and learning.
- Strengthen its enrichment offerings across the K-12 spectrum, including STEM and AVID courses; campus clubs, e.g. Odyssey of the Mind, Destination Imagination; field trips and experiences; robust gifted and talented programming; and student innovation grants.

Targeted Investments:

PPSD will make a number of targeted investments to accelerate learning for specific groups of students in 2021-22:

High school curriculum: PPSD will implement new, high-quality curriculum in high school ELA (StudySync 2021) and math (Illustrative Mathematics) in 2021-22 in order to ensure all students can access content that represents a college and career ready bar.

Foundational literacy: PPSD will partner with a high-quality provider as designated by [RIDE’s Right to Read program](#) to deeply train its literacy coaches in the science of reading. This effort will support primary teachers and reading specialists in their efforts to strengthen foundational literacy instruction using the Tier 1 curriculum as well as provide intensive, science-based reading intervention for students who need it.

Special education: PPSD will invest in intensive training for special education staff, expand the use of inclusive co-teaching structures, hire additional certified special education teachers in order to reduce reliance on teaching assistants, and procure additional tools for tracking progress against IEP goals.

Multilingual learning: PPSD will increase ESL and bilingual teacher certifications in order to strengthen instruction for multilingual students. In addition, PPSD will redesign its language model to more closely align with family and community aspirations and national research, as well as grow the pipeline of multilingual students who participate in advanced academics.

High dosage tutoring: PPSD will partner with a credible provider such as CityYear to scale its existing tutoring program focused on Algebra 1 to include grades 5-9 math. For grades 5 and 6-9 math tutoring, PPSD will leverage [tutoring resources](#) developed specifically for Eureka Math and Illustrative Math respectively by the Louisiana Department of Education.

Saga Math Tutoring: As noted in PPSD's [Turnaround Action Plan](#) (TAP), students transitioning from middle school to high school face challenges adjusting to increasing academic demand and retaining foundational mathematics skills from prior years. Low math proficiency scores for 8th graders underscore the need for a robust plan to give incoming 9th graders the tools to increase their math confidence and performance and achieve postsecondary success. PPSD will be partnering with Saga Education to provide high dosage math tutoring to all 9th graders across six Providence high schools. Saga tutors are trained to design and implement personalized learning experiences during the regular school day that will combat COVID learning loss while deepening students' understanding of mathematical concepts and problem-solving skills.

Goals and Measures of Success:

Our learning acceleration investments, both universal and targeted, reflect our TAP pillar of excellence in learning:

All Providence schools will be high-quality, and all students will be offered academically rich opportunities regardless of their unique learning needs. To achieve these goals, we will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade-level standards. That will be supplemented with consistent enrichment and intervention activities. Additionally, students and families will have equitable access to high-quality school options, with appropriate options available to multilingual students. Every student graduating from Providence Public Schools will graduate with equitable access to postsecondary opportunities and will be well-prepared for their chosen path.

We will measure our success in the following ways:

- Increase in the percentage of students Meeting and Exceeding Expectations on 3rd and 8th grade math and ELA RICAS (*TAP metric*);
- Increase in the percentage of students meeting their annual MLL targets on ACCESS (*TAP metric*);
- Increase in the percentage of students who meet ELA and math benchmarks on SAT (*TAP metric*);
- Percentage of students who meet IEP goals;
- Percentage of observed learning tasks that offer grade-level rigor grounded in high-quality instructional materials;

- Increase in percentage of students who meet foundational literacy benchmarks in grades K-2 on a nationally normed assessment (e.g., STAR early literacy) as compared to the same administration window in the previous school year;
- Percentage of identified students who attend planned tutoring sessions; and
- Percentage of students who participate in an enrichment.

Our 2021-2022 curriculum decisions are grounded in:

- The four criteria outlined in our [PPSD Culturally Responsive Framework for Learning](#), including 1) awareness, 2) community building, 3) building learner capacity to carry the cognitive load, and, 4) active demandingness based on assessment;
- Our expectations that students think, speak, and write about rich, complex texts; explore math concepts; learn about the physical and social worlds each day;
- The recognition that our academic programming has not been adequately rigorous or supportive of students or teachers, as evidenced by our the troubling and persistent performance gaps noted in our TAP;
- Input from educators who express a hunger for better instructional materials;
- An understanding that many students will enter fall 2020 with more unfinished learning and learning loss than typical due to the impact of COVID-19 disruptions; and
- Research that suggests that the use of high-quality instructional materials aligned with grade level standards and college and career ready instructional shifts can double the likelihood of academic gains for students.

With these factors in mind, we will provide scope and sequence documents for SY21-22 that reflect adjusted unit pacing. Specifically for ELA and math, we will rely upon Student Achievement Partners' Priority Instructional Content in ELA and Mathematics for SY21-22 and aligned, vendor-provided guidance to inform our pacing and prioritization.

Assessment

Our suite of assessments will provide us with the critical information we need in order to ensure all of our students access and learn the identified priority content. We believe our assessments collectively must:

- Limit time spent assessing in order to prioritize time for teaching and learning;
- Identify students who may be in need of additional support;
- Provide general education teachers, special educators, and MLL specialists with data to inform day-to-day instruction, including acceleration to address unfinished learning;
- Provide students and their families with intelligible information about how students are doing relative to grade level expectations and, as applicable, the extent to which specially designed instruction is meeting their unique needs;
- Provide school and district leaders with the data they need to inform school-level and district-level decision making and report out to stakeholders on student progress and gaps; and
- Include equitable administration practices across learning environments.

In order to meet these aims, we are allocating the bulk of our assessment time to assessments that are content-specific, curriculum-embedded, and instructionally-relevant. We will continue to administer statewide assessments, including screeners, as well as college entrance exams and targeted assessments for students receiving special services. Beyond those necessary assessments, we will rely on two broad categories of assessment for all students. We will administer the computer-adaptive STAR diagnostic assessment to all students in ELA and math at the beginning of the year, midyear, and end of the year.

More frequently (indeed, daily), our teachers will use curriculum-embedded assessments, formative tasks, and analysis of student work to inform and adjust their instruction in each subject and grade level.

Targeted Opportunities:

PPSD will target curriculum as a lever to accelerate learning for specific groups of students in 2021-22:

High school curriculum: PPSD will implement new, high-quality curriculum in high school ELA (StudySync 2021) and math (Illustrative Mathematics) in 2021-22 in order to ensure all students can access content that represents a college and career ready bar. Foundational literacy: PPSD will partner with a high-quality provider as designated by [RIDE's Right to Read program](#) to deeply train its literacy coaches in the science of reading in order to support primary teachers and reading specialists to strengthen foundational literacy instruction using the Tier 1 curriculum as well as provide intensive, science-based reading intervention for students who need it.

Special education: PPSD will provide intensive training for special education staff, expand the use of inclusive co-teaching structures, hire additional certified special education teachers in order to reduce reliance on teaching assistants, and procure additional tools for tracking progress against IEP goals.

Multilingual learning: PPSD will increase ESL and bilingual teacher certifications in order to strengthen instruction for multilingual students. In addition, PPSD will redesign its language model to more closely align with family and community aspirations and national research, as well as grow the pipeline of multilingual students who participate in advanced academics.

Goals and Measures of Success:

Our learning acceleration investments, both universal and targeted, reflect our TAP pillar of excellence in learning: All Providence schools will be high-quality, and all students will be offered academically rich opportunities regardless of their unique learning needs. To achieve these goals, we will ensure that a challenging, rigorous, engaging, culturally responsive, sustaining curriculum is available to all students, and that it is aligned to grade-level standards. That will be supplemented with consistent enrichment and intervention activities. Additionally, students and families will have equitable access to high-quality school options, with appropriate options available to multilingual students. Every student graduating from Providence Public Schools will graduate with equitable access to postsecondary opportunities, well-prepared for their chosen path.

We will measure our success in the following ways:

- Increase in the percentage of students Meeting and Exceeding Expectations on 3rd and 8th grade math and ELA RICAS (*TAP metric*);
- Increase in the percentage of students meeting their annual MLL targets on ACCESS (*TAP metric*);
- Increase in the percentage of students who meet ELA and math benchmarks on SAT (*TAP metric*);
- Percentage of students who meet IEP goals;
- Percentage of observed learning tasks that offer grade-level rigor grounded in high-quality instructional materials;
- Increase in percentage of students who meet foundational literacy benchmarks in grades K-2 on a nationally normed assessment (e.g., STAR early literacy) as compared to the same administration window in the previous school year;
- Percentage of identified students who attend planned tutoring sessions; and
- Percentage of students who participate in enrichment.

Virtual Learning

Context and Best Practices:

PPSD is proud to have offered more in-person learning during the 2020-21 school year than the vast majority of peer urban school systems around the country while adhering to public health guidance and keeping students, families, and staff safe. Knowing the critical importance of in-person school for so many students and their families, PPSD is eagerly anticipating full in-person learning in 2021-22. At the same time, virtual learning offers [benefits](#) for students who are quarantined. In 2020-21, PPSD was able to keep students safely in school in order to meet student and family needs during the pandemic.

To support strong engagement with instructional materials, teachers, students, and their families will leverage Google Classroom as our districtwide Learning Management System (LMS) across learning contexts to access instructional materials (including videos), submit assignments, and receive feedback from their teachers. This year teachers will create Google Classrooms and upload lessons for students who are quarantined to receive asynchronous learning opportunities. Active student engagement will be assessed through data collected on the LMS about the duration of student log-in and interaction/participation rate.

Early Childhood

All schools with PreK will engage in full in-person instruction utilizing the Creative Curriculum which is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Appropriate to the classroom program, teachers use the basic Creative Curriculum, the Spanish Edition Creative Curriculum or the Dual Language Creative Curriculum. This curriculum is a whole child approach to education where children develop not only math and literacy skills but also social-emotional, physical, and cognitive skills. Woven throughout the curriculum are explicit teaching opportunities that are incorporated several times throughout the day. Students learn through intentional play-based experiences where they learn foundational skills such as counting, measuring, letter recognition, language development, social/emotional skills and physical development. Specialized instruction is embedded throughout the day, giving students multiple opportunities to practice new skills. Teaching Strategies Gold is the assessment platform used in all PreK classrooms. This assessment is an authentic, observation-based assessment tool that documents student progress over time on thirty-eight objectives for development.

Remediation and Intervention

We will ensure that our students with intensive needs receive the appropriate intervention, either by increasing the “dosage” of one of the core-aligned interventions described above or through an additional intervention as indicated by the student’s unique needs or the student’s IEP (if an IEP is in place). To guard against overidentification of students with unique learning needs and to respond to research and national guidance from NCSECS and others, we will ensure that services for our students with unique needs continue (and adapt, as needed) regardless of whether they are participating in brick and mortar school or distance learning as the result of quarantine. Intervention resources beyond those described above include:

Students with IEPs: At all grade levels, students with special needs will also receive the specially designed instruction and supports outlined in their IEPs.

Students served in ECS classrooms: ECS and Autism classrooms with students on an alternate assessment track use the Unique curriculum. The core instructional materials align to the state standards as well as the essential elements. The lessons provide material on the core subject areas: ELA, Math, Science, and History across grade bands PreK to 12 and transition. There is also a focus on employment, career exploration, daily living, community, and leisure to support transition from high school to adult life. Within the Unique curriculum there are intervention tools such as pre- and post-assessments related to content knowledge. This assesses prior knowledge before the lesson is delivered and assesses the growth of knowledge after the context has been delivered. Also embedded within the curriculum are benchmarking assessments that cover areas of phonics, reading, writing and math concepts. Benchmark assessments are administered quarterly or more often if necessary. Assessment results are tracked within the Unique system and measure growth over time. This data is used to develop IEP goals and objectives.

Extended Learning

Context and Best Practices:

Despite the best efforts of educators, students, and families during the pandemic, students have lost a great deal of learning time relative to a typical year. There is a robust research base supporting expanded learning time as a potentially impactful strategy to improve academic achievement, as described by the [Learning Policy Institute](#) and numerous other sources. Even before the pandemic, [research](#) demonstrated that “summer slide” disproportionately impacts students in poverty and multilingual students. As a result, expanded learning time (encompassing both the school day and the school year) is a critical component of Providence’s learning acceleration and recovery plan.

Targeted Investments:

PPSD will expand learning time through a number of targeted investments:

Extended learning: PPSD will pilot additional extended learning opportunities in a subset of schools in 2021-22. Extended learning programs at each pilot school will be tailored to the needs of the school community and will leverage aligned community partnerships.

Expanded summer programming: PPSD will continue to expand full day summer programming, including targeted academic programming and community partner-provided enrichments. Examples of targeted academic programming include summer language learning for multilingual students, focused support for students with IEPs, grade and credit recovery opportunities for high schoolers and transition academy programming for rising sixth and ninth graders.

Goals and Measures of Success:

Expanded learning time works in service of the TAP pillar of excellence in learning as well as the TAP promise that every student will have access to robust, rigorous extracurricular and co-curricular programming. Our targeted investments in expanded learning time for our multilingual and differently-abled students also align with our core values of equity and access.

We will measure the success of our expanded learning time initiatives in several ways:

- Percentage of students who participate in extended day programming meeting growth targets on nationally normed assessments (e.g., STAR);

- Percentage of invited students who enroll in summer programming and attend 90% of the time; and
- Spring to fall changes in performance on nationally normed assessments for students who participate in summer programming, vs. students who are invited to the same targeted programming but do not participate.

High Dosage Tutoring

PPSD will provide evidence-based tutoring services designed to support students in both mathematics and PSAT/SAT preparation in CSIP schools. The vendor will be required to have a proven track record on regional and national performance metrics (state and national examinations) and have demonstrated 2+ years of student achievement growth per program year for all subgroup populations.

The vendor(s) will oversee the recruitment, retention and development of highly effective tutors and tutorial managers to work directly within our schools. The vendor(s) will also provide real-time data reporting including, but not limited to, diagnostic support, formative assessment data, and projected student readiness for performance on various assessments including RICAS, PSAT, SAT tests. The services will be provided to all students who opt-in to the after-school program with transportation arranged for their late dismissal. The tutoring services will be implemented in alignment to the school's curriculum to ensure consistency of learning. PPSD will also hire two teachers per school to support and oversee the implementation of the program. The program will run three days a week with students, plus an additional planning day for teachers.

High dosage tutoring: PPSD will partner with credible providers to scale its existing tutoring program focused on Algebra 1 to include grades 5-9 math. For grades 5 and 6-9 math tutoring, PPSD will leverage [tutoring resources](#) developed specifically for Eureka Math and Illustrative Math respectively by the Louisiana Department of Education.

Saga Math Tutoring: As noted in PPSD's [Turnaround Action Plan](#) (TAP), students transitioning from middle school to high school face challenges adjusting to increasing academic demand and retaining foundational mathematics skills from prior years. Low math proficiency scores for 8th graders underscore the need for a robust plan to give incoming 9th graders the tools to increase their math confidence and performance and achieve postsecondary success. PPSD will be partnering with Saga Education to provide high dosage math tutoring to all 9th graders across six Providence high schools. Saga tutors are trained to design and implement personalized learning experiences during the regular school day that will combat COVID learning loss while deepening students' understanding of mathematical concepts and problem-solving skills.

Multilingual Learners & English Language Development

All students identified as MLLs will access grade-level learning with their peers, receiving the appropriate content and linguistic support as needed. In addition, MLLs will learn English in ways that are unique to their language needs and simultaneously support learning grade level content. Because over-scaffolding tasks and over-simplifying text prevents MLLs from being exposed to the language they need to develop in order to access grade-level content, it will be avoided. Rather, students will have ample opportunities to engage in meaningful discourse as a means of accelerating content learning and language development. Assessments will provide opportunities for MLLs to demonstrate their learning in various modalities.

We provide all Multilingual Learners with a combination of dedicated, embedded, and integrated ELD based on their level of English language proficiency as identified by ACCESS and/or the WIDA Model/ Screener:

- MLLs with an overall proficiency of A1-P3 on ALT ACCESS:
 - 1 period of dedicated ELD
 - 1 period of ELD embedded in the ELA block
 - At least 2 periods of Integrated ELD in the content areas
- MLLs with an overall proficiency of 1.0-2.9 on ACCESS or WIDA Model/ Screener:
 - 1 period of dedicated ELD
 - 1 period of ELD embedded in the ELA block
 - At least 2 periods of Integrated ELD in the content areas
- MLLs with an overall proficiency of 3.0-3.9 on ACCESS or WIDA Model/ Screener:
 - 1 period of dedicated ELD
 - At least 2 periods of Integrated ELD in the content areas
- MLLs with an overall proficiency of 4.0-4.7 on ACCESS or WIDA Model/ Screener:
 - 1 period of dedicated ELD or 1 period of ELD embedded in the ELA block
 - At least 2 periods of Integrated ELD in the content areas

All core content teachers are responsible for integrating English Language Development (ELD) into content instruction. The following are the main components of integrated ELD:

- Language development taught in an integrated manner within the appropriate grade level;
- Instruction for language expansion embedded in and informed by content across the core subject areas;
- Content area instruction that includes attention to the lesson's language demands, challenges, and opportunities. It structures intentional opportunities to use English for speaking, listening, reading and writing related to the content;
- High-utility, cross-discipline academic language development as an instructional focus; and
- Discipline-specific language development supports for all students.

In addition, all MLLs in Providence receive a daily period of dedicated ELD. Dedicated ELD instruction focuses on the following components:

- How English works: Those elements that are already typically known to native English speakers but must be systematically developed by ELs/ MLLs. (Fillmore & Fillmore, 2012.)
- Focus on functional/purposeful use of language: Appropriate to varying language proficiency levels.
- Instruction is directly linked and applicable to functional aspects of schooling, as well as language needs across the content areas.
- When ELD is embedded within the English Language Arts (ELA) course, the course must be aligned to both the Common Core or general ELA curriculum and WIDA standards.
- The resources used for ELD instruction will prioritize alignment and coherence with Tier 1 curriculum.

In addition, our students have access to developmental instruction in Spanish in our bilingual schools as well as dual language instruction in Spanish and English in our dual language schools should their families elect those options. A detailed description of MLL services by education type, as well as the grades and schools that offer the programs is [here](#).

The district acknowledges that communication with our MLL families is critical throughout the school year, but specifically in the event of distance learning due to quarantine. As such, the district will continue to use immediate over the phone interpretation services and translation services when communicating with MLLs families next year in order to ensure all MLLs and MLL families have a clear understanding of the learning expectations, whether they be brick and mortar or in a temporarily virtual environment.

All teachers who teach dedicated ELD or integrated ELD are ESL certified (grades PK-12), Bilingual/ Dual Language Certified (grades PK-5) or receive district training on Sheltered Content Instruction (grades K-12). This training is comprised of 40 sessions as well as coaching (elementary ELC coaches, middle school EL Coordinators, high school EL Teacher Leaders, and district MLL Managers). The coaching centers on the Sheltered Content Instruction Strategies in the District's DOJ approved [Sheltered Strategies Look for Tool](#).

Special Education Services

Special education services will continue full in person during the 2021-22 school year, following the most recent safety guidance from RIDE. In the event that adjustments to student services are necessary, either due to unique student health needs and/or changes in school reopening scenarios, IEP teams will work with parents to create a Learning Model IEP Implementation Plan in order to collaborate, communicate and document any changes to services. Teams will follow the special education referral, evaluation, eligibility and reevaluation process in person, with adjustments made if needed.

Special education case managers, Related Service Providers and the IEP team will pay close attention to student progress within the general education curriculum as well as on individualized IEP goals and objectives. If a student is not making expected progress, or is demonstrating regression, the IEP team will reconvene and make any necessary adjustments.

IEP teams will continue to offer IEP meetings to parents virtually, however, meetings may take place in person at the parent's request. If a parent has a question or concern, they may contact the Special Education Office by phone or via specialservices@ppsd.org. Level Managers will share information with special educators and related service providers during the beginning of the year training at each school.

Further guidance on *Special Education reopening updated for the 2021-22 school year and can be found here: [2021-22 SpEd Reopening Guidance](#).*

Staff Supports

During the 2020-2021 School Year, the Academic Steering Committee drafted Graduate Aims (chart below) for PPSD students. These aims will allow us to plan instruction with the end in mind. During the 2021-2022 school year, we will provide 10 days of professional learning for all staff on curriculum resources, social emotional learning, unpacking standards, and supporting learners through scaffolding and differentiation.

Our year-long Professional Learning Plan provides training coaching for school leaders, educators, instructional coaches and support staff.

In addition, in response to the Department of Justice requirements related to the need for increased professional development for teachers, the MLL office has developed a written proposal which includes a [Sheltered Content Instruction Plan and a Professional Development and Coaching Plan](#).

[Secondary Professional Development Plan](#)

PPSD Graduate Aims

Domain		
College and career ready	Mastery of academic content	Students build a deep, broad, and lasting understanding of the content needed for college and career success. Students explore, design and practice their learning through real world experiences and are equipped for wild success post high school.
	Critical thinking and creative problem solving	Students apply their curiosity and creativity to ask questions, generate ideas, and think through issues from multiple perspectives and with original approaches.
Leaders of equity, local and global change	Purpose-driven leadership	Students discover their passions and explore their personal “whys” in order to lead in the classroom and in their communities. They lead by example, and rise to the occasion when challenges arise.
	Global mindedness	Students see themselves as interconnected to global systems and histories. As global citizens, they develop knowledge and empathy for others, and skills to work towards global peace, racial and environmental justice, and economic stability.
	Collaboration	Students listen actively to others, share ideas openly, and identify opportunities to build from collective strengths to achieve a shared goal.
Self and Social Consciousness	Self determination	Students embrace change and learning with joy, flexibility, resilience, and perseverance. They approach mistakes as growth opportunities and take pride in the process of learning how to learn.
	Self-awareness	Students have a strong sense of personal and racial identity. They value their lived experience as an asset and advocate for what they need to reach their goals. Students understand their own strengths, motivations, and areas of growth and accept themselves both as works in progress and masterpieces.
	Social awareness	Students demonstrate empathy and compassion for their environment and all those within it. They can take others' perspectives and display cultural fluency and fluidity to build connected relationships across lines of difference.

Family and Community Engagement: Communication and Partnerships

Context and Best Practices:

The pandemic has introduced and/or exacerbated stressors on many students and their families in our community, including health and safety concerns, financial hardship, housing and food insecurity, illness, and mental health impacts to name just a few. These factors have contributed to increased levels of absenteeism and, in some instances, disengagement from school. As detailed in the **Impacts of Covid-19** section of this document, we have observed a nearly 600% increase in the share of elementary school students who are absent more than 20% of the time. In addition, we have seen increased course failure rates, in some instances resulting from minimal to nonexistent engagement with coursework during remote learning. Research points to a clear [correlation](#) between attendance and student success. Research further [demonstrates](#) that school actions can and do make a difference in student attendance; it is not solely or even primarily a function of student characteristics. It is critical that we take evidence-based steps to re-engage all of our students and their families in order to ensure that students are able to access the learning and social-emotional supports they need in order to thrive in their chosen post-secondary pathways.

Universal Investments:

PPSD will make a number of investments to support strong student and family engagement as well as improved attendance:

- Attendance infrastructure: PPSD will invest in and implement enhanced infrastructure for attendance monitoring, early warning flags for students at risk of becoming chronically absent, and two-way communication to support strong attendance whether instruction is occurring virtually or in person.
- Social workers: PPSD will hire additional social workers and partner with a high-quality provider to train the full cadre of social workers to implement the enhanced attendance tools and systems at each school.
- Enrichments: PPSD's investments in enhanced enrichment opportunities for all students, as detailed in the **Learning Acceleration** section of this document, also work in service of student engagement and strong attendance.
- Family outreach: A Parent University is being developed to support families with Skyward, Google Classroom, and curriculum resources. Technology training will be provided in person at schools for families. Parent ambassadors at each school will work directly with parents, PTOs, the district and families. Our parent resource center provides a Clearinghouse for support outside of academic needs, such as rent assistance, food services, and healthcare.

Targeted Investments:

PPSD will design and implement additional, research-based supports for students at risk of chronic absenteeism and their families, including through leveraging our research partnership with the Annenberg Institute at Brown University.

Goals and Measures of Success:

Our investments in student and family engagement and attendance reflect our TAP pillars of both engaged communities and excellence in learning as well as our TAP promise that every student will attend a school that is safe, where there are high expectations, and where educators are committed to student success.

We will measure the success of our student and family engagement investments in the following ways:

- Percentage of social workers who trained on enhanced attendance tools and systems;
- Increase in the percentage of students who are present 90% of the school year (*TAP metric*); and
- Increase in the percentage of families with a favorable perception of being involved in their child’s school (*TAP metric*).

Instruction Assurances and Evidence		
Provide Assurance	Submit Evidence	
Instruction		
	x	1. <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 learners and differently-abled students.</i>
	x	2. <i>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.</i>
x		3. <i>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.</i>
x		4. <i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
x		5. <i>Develop a system to continually monitor learning progress and loss.</i>
x		6. <i>Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.</i>
Remediation and Intervention		
	x	7. <i>Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). 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.</i>

x		8. <i>Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.</i>
Special Education Services		
x		9. <i>Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.</i>
Staff Supports		
x		10. <i>Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i>
x		11. <i>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
x		12. <i>Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.</i>
Family and Community Engagement (communication and partnerships)		
	x	13. <i>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.</i>
x		14. <i>Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.</i>
x		15. <i>Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i>

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

PPSD has a robust assessment suite to ensure a variety of metrics are used to inform student progress and educator practice. The assessments outlined in [PPSD's assessment matrix](#) identifies the type of assessment, metrics, and suggested use of assessments for all PPSD students.

Assessments in PPSD are administered in alignment with the district assessment calendar ([DRAFT](#)).

See "Special Education Evaluations and Eligibility Determinations" of 2021-22 SpEd Reopening Guidance" found here: [2021-22 SpEd Reopening Guidance](#)

Back-to-school assessment of learning loss

- To guard against un-necessary remediation, back-to-school instructional assessments should focus just on the essential pre-learning necessary for the priority content of unit one, not the entire previous grade level. [Mini-assessments](#) focused on the major work of the grade should align to priority standards.

On-going assessment of learning progress

- Unit classroom-based curriculum-embedded assessments.
- 3x per year administration of the computer-adaptive STAR diagnostic assessment, administered in accordance with vendor guidance.
- Statewide screeners, summative assessments (RICAS), college entrance exams, and targeted assessments for students receiving special services, administered in accordance with RIDE guidance.

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.

[LEAP Plan](#)

3. Develop a process for identifying students potentially in need of additional support (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). 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.

Recognizing that many students have experienced unprecedented learning loss during COVID-19 closures and also that students need their learning to be accelerated—not remediated—PPSD will utilize assessments to identify and address unfinished learning in ways that align with cognitive science, research, and evidence, noting key differences between subjects, and even within components of ELA. The schedule will contain flexible support blocks (e.g. What I Need, Personalized Learning) as well as our goal of identifying maximum minutes possible for elementary literacy that includes both whole class and small group instruction, allow us to provide interventions and supports that a) align to core instruction; b) do not supplant core instruction; c) allow for additional educators and support staff to push in such that interventions can occur with group sizes appropriate to the program/service provided.

Therefore, as a concrete example, we will administer the ARC IRLA assessment to all of our students at the start of the year. This assessment will provide information about how to place them into the small group/individualized portion of the ARC curriculum (including the Foundational Skills Toolkit in the elementary grades). All students will engage with the grade-level learning and complex texts, and also with instruction that reflects their specific needs and unfinished learning based on their IRLA level. Tier 2 instruction is thus seamlessly integrated with Tier 1 to ensure an aligned and coherent experience for students as well as universal access to the Tier 1 curriculum. Similarly, in K-5 math, we will leverage the Eureka math diagnostic and aligned intervention tools such that Tier 2 intervention is grounded in the Tier 1 curriculum to the greatest extent possible.

Using data from [PPSD's assessment matrix](#), PPSD staff follow guidelines for implementation of a Multi-Tiered System of Support (MTSS) aligned with [PPSD Policy](#).

Schools will continue to follow the special education referral, evaluation and eligibility process in order to identify students who may require specialized instruction due to the unique needs of their disability. Students who have been identified as differently abled will continue to be supported by the IEP team, with the following guidance updated for the 2021-22 school year:

[2021-22 SpEd Reopening Guidance](#)

PPSD has a strong, detailed plan for implementing services for Multilingual Learners (MLLs). This plan incorporates well-considered guidelines related to scheduling MLLs correctly and to their best advantage. All MLLs in Providence receive a daily period of dedicated ELD. In addition, our students have access to developmental instruction in Spanish in our bilingual schools as well as dual language instruction in Spanish and English in our dual language schools should their families elect those options. The following are the 2021/2022 scheduling guidelines and the 2021/2022 list of MLL Programs:

[MLL Scheduling Guidelines for Elementary Schools 2021-2022](#)

[MLL Scheduling Guidelines for Middle Schools 2021-2022](#)

[MLL Scheduling Guidelines for High Schools 2021-2022](#)

[2021-2022 MLL Programs](#)

In addition, in response to the Department of Justice requirements related to the need for increased professional development for teachers, the MLL office has developed a written proposal which includes a [Sheltered Content Instruction Plan and a Professional Development and Coaching Plan](#).

[Secondary Professional Development Plan](#)

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.

Our plan for learning acceleration is grounded in our Turnaround Action Plan (TAP), the product of a conscientious and thorough process led by Community Design Teams. In addition, our learning acceleration plan builds upon our 2020-21 reopening plan, which was built in partnership with community stakeholders through engagement structures including 25 facilitated discussions between district leaders and stakeholder groups; four digital town hall events; three district-wide surveys of families, staff, and school leaders; and repeated feedback cycles with the Rhode Island Department of Education (RIDE). In order to ensure that our plan for learning acceleration continues to reflect our TAP pillar of Engaged Communities, we have and will continue to solicit stakeholder voice in a variety of ways:

- Student learning summits
- School board presentations
- Community advisory boards
- Teacher focus groups
- School leader focus groups
- Central office instructional team roundtables

6. Social-Emotional and Mental Health Support

Context and Best Practices:

The events of the past year and the contingencies of the pandemic have significantly impacted the social-emotional wellbeing and mental health of both students and adults in our community. Many of our students and their family members have been exposed to illness, trauma, economic hardship, and other stressors, as have staff members. There is a robust research and evidence base for the benefits of social-emotional learning, as documented by the [Hechinger Report](#), [Learning Policy Institute](#), [Aspen Institute](#), and many other entities; the need for a focus on healing has arguably never been more acute. As such, PPSD will build on its current suite of resources to provide increased support for social-emotional learning and wellness for both students and adults.

Universal Supports:

PPSD will provide the following supports for social-emotional learning and wellbeing for all students:

Restorative practices: PPSD will partner with a high-quality provider to train staff in restorative practices and justice-based discipline. Staff members will participate in upfront, district-wide training as well as school-based modeling and coaching. Through intentional adult learning around restorative practices, we can make our schools and classrooms more supportive and affirming learning environments for students, reduce exclusionary discipline events (e.g., suspensions), and strengthen relationships among both teachers and students.

Social-emotional learning curriculum resources: Academics offer a powerful opportunity for integrated social-emotional learning. In 2020-21, PPSD partnered with TNTP to provide all students with a set of grade-appropriate transitional lessons for the beginning of the school year in order to both process the extraordinary events of the preceding months and prepare for content-area instruction. In 2021-22, PPSD's teaching and learning team will continue to provide age-appropriate, SEL-focused lessons and resources for teachers to integrate into their content-area instruction in each grade.

PPSD will provide the following supports for social-emotional learning and wellbeing for all staff:

- **Yale Socio-Emotional Learning Course:** PPSD will provide all staff with access to Yale University's Socio-Emotional Learning Course, including both asynchronous learning activities and the opportunity to engage in group discussions and follow up sessions related to course content.
- **Monthly SEL programming for staff:** PPSD will offer an array of monthly SEL programming for all staff in PPSD, including guest speakers and opportunities for schools to schedule whole-staff learning experiences based on program offerings.
- **Mindfulness strategies:** PPSD will publish and circulate resources for building mindfulness through techniques such as purposeful movement, breathing, and rest.
- **Wellness leads:** Each school will have the opportunity to create a stipended wellness lead role in order to support staff social-emotional learning and wellbeing at the campus level.

Targeted Investments:

PPSD will make the following targeted investments in social-emotional learning and wellbeing:

- **Counselors in all elementary schools:** PPSD will ensure that all elementary schools are staffed with a counselor or mental health clinician to provide mental health counselling, peer support sessions, and wellness activities for students.

- **Community mentoring programs for secondary students:** PPSD will leverage community partnerships to increase secondary students’ opportunities to build enduring connections with caring adults.
- **Support for parents/caregivers of differently abled students:** PPSD will provide social-emotional learning and supports targeted to the unique needs of parents/caregivers of differently abled students.

Goals and Measures of Success:

Our social-emotional learning and healing-centered investments are in service of one of the promises in our Turnaround Action Plan:

- Every student will attend a school that is safe, where there are high expectations, and where educators are committed to student success. There will be a positive, respectful school culture.

We will measure our success in a number of ways:

- Increase in the percentage of students who feel a sense of belonging at their school (*TAP metric*);
- Increase the number of students who participate in the Social Emotional Competency Assessment (SECA);
- Increase in percentage of teachers who are present 90% of the year (*TAP metric*);
- Increase in percentage of school staff trained in restorative practices; and
- Decrease in percentage of students who are suspended/expelled.

Culturally Responsive Instruction

Providence Public School District’s [Culturally Responsive Framework](#) is a vision for our future together created by facilitators and learners. It *will be* embedded in the Culturally Responsive and Sustaining Education vision for PPSD that spans across students, families, teachers, leaders and community members. There are four criteria for Culturally Responsive teaching and learning: Awareness, Community Building, Building Learner Capacity to Carry the Cognitive Load, and Active Demandingness Based on Assessment. These criteria are broken down into a framework to support our movement from being facilitator centered to learner centered, to learner driven through Keys for Learning. These criteria are further broken down into elements on a continuum with facilitator practices and learner practices. Finally, strategies are provided that are based upon research that is aligned to best instructional practices to make this district wide shift towards learner driven instruction.

3. Social-Emotional and Mental Health Support Assurances and Evidence		
Provide Assurance	Submit Evidence	

Social-Emotional and Mental Health Support		
x		1. <i>Establish or maintain a support team focused on student and staff mental health and wellness.</i>

	x	2. <i>Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.</i>
x		3. <i>Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.</i>
x		4. <i>Screen or evaluate, and continuously monitor students for mental health needs.</i>
x		5. <i>Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.</i>
x		6. <i>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</i>
x		7. <i>Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.</i>

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	<i>Establish or maintain a support team focused on student and staff mental health and wellness.</i>
x	<i>Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.</i>
x	<i>Screen or evaluate students for mental health needs.</i>
x	<i>Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.</i>
x	<i>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</i>
x	<i>Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.</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. Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.

The Director of Students Supports is the designated LEA who works across the district, RIDE and community partners to assess and implement mental health needs in a strategic way.

Elementary School Counseling:

Tier 1- Caring School Community, Overcoming Obstacles (free resource)

Tier 2- Zones of Regulation

Secondary School Counseling:

Tier 1- Overcoming Obstacles (free resource)

Tier 2- Zones of Regulation

Sample SEL Resources

[Start of School Lessons](#)

[Collaborative Classroom](#)

[H&W Policy:](#)

“The Wellness Policy ensures District compliance with all federal and state mandates relative to the wellness of students and staff.”

“A healthy learning environment is one in which [...]social and emotional wellness are promoted and actively modeled throughout all schools; and students and staff learn and practice positive lifestyle behaviors.”

Health & Wellness Committee: The [H&W Committee](#): multi-stakeholder members can provide ongoing SEL supports to district staff and families.

H&W also has Social Emotional Health Working Group

7. Reopening Operations

Facilities and Maintenance

As noted in the health and safety section, PPSD’s custodial vendor, Aramark, hired additional staff to support enhanced cleaning last school year; those additional staff members will remain for the upcoming school year. Given the collective effort required to ensure safety, PPSD will share cleaning and disinfection policies with all staff members so that they are aware of the protocols and can support cleaning efforts.

Last year, PPSD established a supply chain for the procurement and delivery of key materials, such as hand sanitizer, disinfectant spray, and masks. Those items are procured in large quantity and shipped to the central warehouse; a large shipment of necessary items is delivered to schools at the start of the year. School leaders then request PPE replenishment on an ongoing basis from the central supply team, with fulfillment typically occurring within 24-48 hours.

As of 8/18/2021, the following items have been delivered to schools from the central warehouse for the start of the 2021-2022 school year:

- 374,000 disposable adult masks
- 168,000 disposable student masks
- 1,680 face shields
- 86,400 bottles of 16 oz. hand sanitizer
- 86,400 gallons of disinfectant spray
- 17,208 packages of antibacterial hand wipes
- 1,964 tubs of wipes 400 ct.
- 3,612 containers of Evergreen alcohol wipes, 100ct.
- 3,144 containers of Amtech alcohol wipes 100ct.
- 4,500 bottles of dial soap, 7.5 fl oz.
- 1,008 packages of Idegy disinfectant wipes
- 71,000 gowns
- 72 cases of gloves
- 36 thermometers

To support safe entrance into facilities, PPSD will post symptom signage at main entrances and also require a 30-day visitor log, as noted in the health and safety section.

Operations (Budget, Staffing, Scheduling, Food Services)

Materials for Cleaning, Disinfecting, and Preventing the Spread of Disease

PPSD’s operations staff will regularly audit necessary materials. Our staff will be in regular contact with materials providers including Aramark, the district’s partner for school cleaning, to ensure that those providers are able to provide the needed supply of materials.

Staff Expectations for Cleaning Policies

To communicate cleaning policies to PPSD staff, we will distribute a one-page information sheet to all school building leaders to discuss with all school staff prior to the start of the school year. This guidance will be forwarded to all school staff via email and posted on the PPSD website and social media

platforms. In addition, all schools will post the PPSD cleaning policies in prominent locations in each school building.

The district will develop online professional development modules for staff members to review in advance of school opening. Professional development will be reinforced during the start of school staff member orientation.

Additionally, PPSD is maintaining open communications with Aramark to discuss the need for additional staff and cleaning supplies if such needs arise.

Protocols for Entering PPSD's School Buildings

This section only details protocols for visitors. For protocols on student arrival and dismissal, please refer to that section of this document. For information about how staff will attest to their health upon arriving at and clocking into school, please refer to the "Responding to a symptomatic or positive case or outbreak" [section](#) of this document.

Schools will be encouraged to limit visitors to the degree that this is feasible. For instance, schools may encourage only one parent/guardian to visit a building when possible and explore virtual options for communicating with families.

The expectation is that visitors may enter the school building, but limits should still be considered. A 30-day log of all visitors is expected to be maintained, and the expectation is that this log will document the date, contact phone number, and arrival/departure times. All visitors will be expected to wear face masks at all times.

Budget

PPSD has proposed a FY22 balanced budget to cover standard district operations. We believe that we will therefore be able to leverage all stimulus funds (ESSER II, ESSER III) to cover additional costs of school opening and learning acceleration. We began engagement around our learning acceleration plan and use of stimulus funds during our "Stimulus Town Halls" - more information can be found [here](#). We plan to do additional engagement on use of stimulus funds after the start of school.

Staffing

General Staffing Needs: Given the adjustments to daily school operations, PPSD recognizes there will be additional duties that school-staff members will take on. Such duties include supervising students identified as symptomatic who need to be isolated and providing lunch coverage for teachers supervising a stable group of students. Schools will be expected to identify staff to cover additional duties on an ongoing basis.

Substitute Staffing: In the past, substitute teachers have selected their assignments through the Frontline system. Last year substitute teachers were placed at one school location for the entire year. This was met with positive feedback as it allowed for stability and consistency for the students, staff and the substitute staff. PPSD will continue the practice of placing substitutes at individual schools again this year. However, an additional layer of assignment guidance will be provided as subs will be assigned up to 5 "back-up" schools where they may be asked to report in times of extreme staff shortage. These staff members will be available in case a substitute classroom teacher is needed and they will also be available to support the school as a stand in during regular teacher break times and lunches.

Substitute staff will be distributed as follows:

- Coverage for teachers on extended leaves
- Coverage for classrooms of teachers who are unable to return
- Distributed district - wide based on a percentage of the school staff (rather than a flat number of 5 per school for example)

We have increased our recruitment and selection of substitute teachers by:

1. Increasing online and social media advertising
2. Increasing community advertising through Providence Place Mall and RIPTA bus advertising
3. Partnering with the Department of Labor and Training to highlight opportunities for individuals seeking employment
4. Identifying potential candidates, including candidates for other roles in PPSD
5. Reaching out to higher education partners to refer recent graduates
6. Increasing the pay rate for PerDiem substitute teachers from \$100 to \$140 per day as well as providing a \$250 stipend for every 30 consecutive days worked.

Additionally, staff will need to be flexible to support needs that may arise. For example, an instructional coach may be asked to cover a classroom in the event a teacher is absent and a substitute teacher cannot be identified. In addition, TAs who are qualified to work in a substitute setting will be eligible to provide substitute services on an as-needed basis.

We will work with our food service, transportation, and custodial vendors to ensure ample staff and substitute staff are available.

Evaluations

At this time, we do not anticipate any major changes to our teacher evaluation system for the 21-22 school year aside from those included in the recently agreed upon contract between the Providence Public Schools and the Providence Teachers Union. All classroom observations will utilize our observation framework, regardless if the lesson observed is in-person or online. We will continue to work closely with the Rhode Island Department of Education to monitor the situation.

Food Services

Elementary schools: Elementary schools will continue providing breakfast in the classroom. Elementary schools will serve lunch in the classroom or in the cafeteria; service model will depend on several factors including the physical layout of the school, the size of the cafeteria, and the number of students. Regardless of where meals are served, students may consume lunch in the cafeteria, classroom, or outside to align with the spacing guidance outlined in the Health and Safety section of this document.

Middle/high schools: Middle and high schools will provide breakfast via grab and go or cafeteria service. Lunch will be served in the cafeteria though students may consume lunch in the cafeteria, classroom, or outside to align with the spacing guidance outlined in the Health and Safety section of this document.

Transportation

There are no capacity restrictions for school transportation. It is recommended that household members sit together in the same seat when possible. Bus staff should continue to create distance between children on school buses when possible. Students using the bus are scheduled as a stable group, and the bus group is considered its own stable group.

Masks are required by federal order on school buses and other forms of public transportation in the United States.

Bus personnel should continue to have seating charts with assigned student seats as much as possible to assist with case investigation and contact tracing if needed. When feasible, the same group of students should be assigned to the same bus every day. Students are encouraged to ride the same bus to and from school whenever possible.

Staff members should open windows to improve ventilation when it does not create a safety hazard. When a passenger is confirmed to have COVID-19 (tests positive), there may be up to 29 close contacts of the person who may need to quarantine. On a bus, close contacts of a confirmed case are those who were seated two rows in front, two rows behind, and the same five rows on opposite side of the aisle as the positive case (see the Outbreak Response Playbook: PK-12 for reference). Anyone within 6 feet of the individual for greater than 15 minutes is a close contact.

First Student will provide enhanced cleaning for buses between bus runs and at the end of the day, including the wiping of high touch surfaces.

Technology

Return to School Technology Plan

This technology plan will aim to provide a clear outline of the overall duties and goals accomplished by the Technology Division to ready all technology for the return to school. The plan will include the three key phases of plan, build and support that the division follows to ensure all projects and goals are completed successfully.

Technology Assessment

Since 2011, the Technology Division has completed a robust technical assessment for every school within the district. This assessment is completed within the beginning months of every calendar year and is shared with key district members. The assessment captures all technical elements within a school, including but not limited to enrollment, device inventory, device age, student to computer ratios, classroom presentation status, network infrastructure status, past investments provided by Central Office and an Erate funding snapshot. This assessment is the core planning tool of the Division to avoid gaps and to guide the district in future technology investments.

As a result, last year we made significant investments in technology guided by the assessment, including:

- 12,000+ Chromebooks
- 2,000 teacher laptops
- 1,300 hot spots
- 120 SmartBoards
- 800+ sound amplification systems

These investments allowed us to continue maintaining a better than 1:1 device to student ratio, as well as providing additional devices in reserve to replace lost or damaged items.

Project Management

Another key priority of the Technology Division is the management of extremely detailed project plans that support the return to school. These plans outline all details within all large projects that the

Technology Division has a role in. The focus of the Division within these plans is to confirm that each project element and goal is captured correctly. These elements include but are not limited to: if the project has been funded, when the project is approved, when the project lead is confirmed, overall project timeline and if the correct technical resources have been assigned and scheduled. The project plans are reviewed and updated daily with an eye on avoiding scope creep. A poor project status that is captured by the plan will trigger a communication by the Division to the project lead and other key partners.

Infrastructure

All infrastructure equipment and systems go through a robust system check to verify that all are in good working order and are secure. This process captures current patch levels, determines if security levels are up to date and includes a review of system log files and the updating of all accounts that access these systems. The Technology Division also reviews and updates current system documentation if need be. All needed system changes that result from the system check are captured within the Divisions Change Control process. Some of the infrastructure systems that are included within this phase would be network infrastructure, server infrastructure, email system, phone systems, backup infrastructure and cloud systems.

Home Infrastructure

The need to provide a robust support system to assist the district's families that have limited access to the internet and remove the digital divide has been a goal of the Technology Division vision for years. In 2017, the division was proud to be one of only a handful of districts in the country to be part of the 1 Million Dollar Sprint project (now the T-Mobile 10 Million program). The Technology Division has transformed our program to meet the ongoing needs of our families, especially during the pandemic. A work group has been established to manage all service provider contracts and requests coming from our schools. A tracking process has been developed to streamline the request process and get devices in the hands of families sooner. Currently, we have distributed more than 2,000 hot spots and have an inventory on hand to support the return to school this fall.

The district is also currently conducting a survey of PPSD families to understand device and connectivity access to determine if additional equipment and devices are needed.

End-User Devices

As stated in the technology assessment portion of this plan, device inventory levels are captured by the Technology Division and provided to key team members, including principals. Actual device assignments and inventory controls are managed at the school level with support from the Technology Division. The Technology Division has provided guidance to principals with best practices on device management as a focus.

Per current guidance, students remaining in their school generally keep devices over the summer, while students in transition grades (grades 5, 8, and 12) return devices to their previous school.

As guided by the needs assessment and other demands, we are continuing to purchase additional technology and equipment for the 2021-2022 school year, including:

- 5,770 Chromebooks (to support our annual Grade 3, 6, and 9 purchases)
- 80 Smartboards
- 1,100 hot spots (in addition to the over 2,000 already deployed)

Online Applications and Software

The Technology Division works closely with other key partners in the district to capture all applications and software that will be used within the upcoming school year. The division takes part in reviewing all Data Sharing Agreements, focusing on what data elements are being shared, how many users are licensed for a product and how the actual data flow is completed. We also send out a communication to all schools requesting them to provide details on what applications they will be using for specific grade levels and student populations. Finally, SSO services are completed for applications or software that are compatible with this service to streamline the login process for our students.

Data Services

The Technology Division data services team's main focus is to manage and support the district's Student Information System. Prior to the start of school, the data services team works closely with key partners to capture all changes that are requested to support the upcoming school year. This includes migrating the system to the upcoming school year, updating school calendars, enrollment levels and bell schedules. A system check is also completed to verify all is online and in working order.

Support Model (Helpdesk)

The PPSD end-user support model is centralized through the Technology Division help desk for all PPSD staff members. Student and parents contact their school staff contact if they require support. If the school staff member is unable to resolve the issue, they will escalate the issue to the help desk. PPSD staff members can contact the help desk via email or phone to report technical issues:

- Email: help@ppsd.org
- Phone: 401-456-9142, Option 1

Technology Division support staff respond to user inquiries within 1-2 business days by either requesting more information from the user or by opening a work order. Work orders are assigned to Technology Division technicians who are responsible for contacting or visiting the user's location to resolve the problem. Once the issue has been resolved to the user's satisfaction, the work order is updated with the technician's resolution notes and then closed.

Family and Community Engagement (Communication and Partnerships)

Yearlong Scope and Sequence of Family Programming and Events

We publish via Kinolved and Skyward a yearlong scope and sequence of programming and events for families that attend to family wellness and build connectivity between families and with the school which include:

1. Partnerships with other schools and local community organizations to design targeted sessions and support for families on: supporting students at home, how to talk about crises, recognizing normal physical, emotional, and behavioral responses to crises, how to foster resilience and other healthy coping strategies
2. A published calendar of events on school and district websites and communicated through the communication methods articulated above.

Community Partnership Contracts and MOUs

1. Contracts and MOUs - Over the next several weeks we will speak directly with each school partner to determine how to continue partnering to support students. These partnerships will focus on before and after school academic and social emotional support.
2. Documenting services - Community partners will be required to keep the District informed about student attendance and outcomes while they participate in these programs.

Legal Requirements and Safeguards for Working with Students

We require all partners to complete online training to minimize risk for students and staff. This includes online training modules for Sexual Abuse Prevention and a comprehensive review Board Policies on maintaining professional staff/student boundaries. All partners must complete a background check prior to working with students.

Additional Partnership Guidelines

- The partnership office plans to host an orientation for all partners to discuss COVID 19 guidelines and monthly meetings to discuss priorities of the District.
- Partners will be required to submit their COVID 19 organizational procedures and incident report to school and district administrators.
- Regular email updates will be sent to partners as guidelines are revised by District and RIDE. The office will continue to schedule check-in meetings with partners.

7. Reopening Operations Assurances and Evidence		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
x		1. <i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
x		2. <i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
x		3. <i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
x		4. <i>Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).</i>
Operations (Budget, Staffing, Scheduling, Food Services)		

x		5. <i>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.)</i>
x		6. <i>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.).</i>
x		7. <i>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</i>
Transportation		
x		8. <i>Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).</i>
x		9. <i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i> <ul style="list-style-type: none"> - <i>Mask requirement (by federal order)</i> - <i>Seating charts, with assigned seats as much as possible</i> - <i>Cleaning schedule</i> - <i>Open windows when safe and feasible</i>
Technology		
x		10. <i>Designate a lead technology point of contact.</i>
x		11. <i>Develop a return to school technology plan.</i>
x		12. <i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.</i>
x		13. <i>Survey families to determine technology needs.</i>
x		14. <i>Develop and revise process for inventory of technology, as needed.</i>
Family and Community Engagement (communication and partnerships)		
x		15. <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	16. <i>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.</i>
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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. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).</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.)</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>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.</i>
X	<i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</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>Designate a lead technology point of contact.</i>
X	<i>Develop a return to school technology plan.</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.</i>
X	<i>Survey families to determine technology needs.</i>
X	<i>Develop and revise 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>

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.

Providence Public School District will conduct a review of the back to school plan every six months or more, as necessary. Each review will be supplemented with continuous feedback from students, families, school staff, and community partners. Feedback will be collected via current mechanisms and systems for regularly sourcing feedback, such as SurveyWorks. Additional feedback such as focus groups and interviews will be explored should the district face significant changes to its current protocols as a result of the Covid-19 pandemic. The first review of the plan will be conducted in January 2022. Subsequent reviews will take place July 2022, January 2023, and July 2024, subject to change as necessary. Above all, the district will prioritize amending the current procedures and protocols to meet the vision and goals set forth in this plan regarding safety and student success.