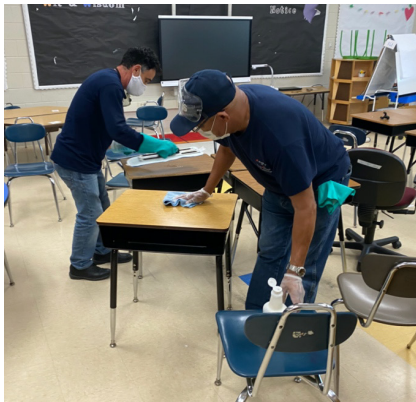


# Providence Schools

## REOPENING STRONG

### Draft Reopening Plan for School Year 2020-21



July 31st DRAFT

*This plan is still a work in progress. PPSD will continue to modify the plan as new data, science, and state guidance emerge.*

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## 1. Message from Superintendent Peters

Dear Providence Schools Community,

When I was hired to lead the Providence Public School District (PPSD), I was honored to be signing up to partner with the Rhode Island Department of Education (RIDE) and with you—our students, educators, family members, and community—to lead transformational change. I was compelled by the opportunity to work together to fulfill our vision of becoming a national leader in educating urban youth. While our current results are far from acceptable, we have incredible assets from which to build our future success. Our educators are eager to serve and learn, our families are hungry to be engaged, and the entire PPSP family is oriented towards our most important asset—our students.

What I didn't know is that we would be asked to work together to lead the transformation of our schools and our district in the midst of both a global pandemic and a national racial awakening. We already had big work before us to radically improve opportunities and programming for students. We now have the added responsibility of doing so in an uncertain, complex, and at times exhausting moment both personally and historically. We have the responsibility to reopen schools in a manner that keeps our kids and entire school community safe, that attends to the trauma that many have suffered, that acknowledges the district's role in disrupting systems of racial oppression, and that provides every student equitable and excellent opportunities to learn and thrive.

And, tough as it is, this unprecedented moment also provides us a unique opportunity to accelerate our already ambitious journey towards transformation. As we reopen, we can—and will—choose to do so in a way that more deeply engages you as our community partners, that promotes excellence in learning, and that supports our world-class talent to thrive in a new context. We will reopen stronger than ever because our students deserve it.

Our reopening plan sets forth detailed plans that will position us to respond flexibly to changing health conditions and state guidance. We are most focused on welcoming all our K-12 students back to their school buildings this fall, doing so in a safe and cautious manner that protects student, family, and educator health and wellness while also accelerating their academic and social-emotional learning. In the event that health conditions and state guidance suggest it is necessary, we are also prepared to reduce the number of students served daily in our “bricks and mortar” school buildings while maintaining the quality and consistency of our programming.

Executing on these plans will require us to work together, to think and behave differently, to challenge the status quo, and to acknowledge that, at times, we might have to make tough trade-offs. But I am confident that we can work together not only to persevere but to thrive and achieve true transformation. Together, we can ensure that all students are well prepared to succeed in the nation's colleges and universities and in their chosen professions.

Sincerely,  
Harrison Peters  
Superintendent

## 2. Vision and Guiding Principles for Reopening

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. PPSD will follow the guidelines of RIDE and the Rhode Island Department of Health (RIDOH) when deciding which learning scenario to implement and when.

As of July 2020, per the guidance of RIDE and RIDOH, we are hopeful that public health conditions will allow as many students to return to in-person schooling this fall as possible. We are lucky to live in a state that has become a national model for assertive and effective COVID-19 response. While we know that school will not look the same as it has in the past, we believe we can both keep our community safe and provide in-person learning. We also know some families will not be able to have their students attend in-person learning. For these families, we will offer a fully online kindergarten through 12 option for the 2020-2021 school year.

We will continue to update our plans in response to changing health conditions, so please check back frequently. We expect frequent updates and guidance from the state over the month of August that will update our plans and response. In the meantime, please send questions and concerns to [innovate@ppsd.org](mailto:innovate@ppsd.org). We will respond to your questions and feedback in an updated plan and FAQ, intended to be published by August 17.

### *Glossary*

We use the following terms throughout the guidebook:

- **Full reopening:** Per RIDE guidance, all students are welcomed and encouraged to return to in-person learning in their school buildings five days a week with significant safety precautions in place.
- **Partial reopening:** Per RIDE guidance, some students are welcomed and encouraged to return to in-person learning in their school buildings with significant safety precautions in place.
- **Limited reopening:** Per RIDE guidance, in order to maintain protective safety measures such as reducing the number of students in classrooms, students will alternate days of distance learning and in-person learning, with some students being prioritized for in-person learning and some students starting school online.
- **Resurgence plan:** In the case that COVID-19 incidences surge and are posing substantial health risks to the community, schools may be required to close to in-person instruction, in which case programming will be conducted via a fully distance model.
- **Brick-and-mortar/in-person learning:** Students attend school and learn in-person with their teachers and peers, though potentially in smaller groups and with more safety precautions.
- **Distance learning:** Any learning that occurs when students and educators are separated physically.
- **Technology-enabled learning:** Any learning that involves the use of digital learning software, videoconferencing, email, online platforms, discussion boards, learning management systems, or



other technology tools. Technology-enabled learning can happen either in a bricks and mortar or in a distance learning environment.

- **Synchronous:** An instructional delivery model in which students are learning together at the same time. In a distance environment, this means students engage in real time via technology with a teacher and/or fellow students. Examples include:
  - Students log onto Zoom at the same time as their peers and teacher to engage in teacher-facilitated learning or to watch and discuss a pre-recorded video.
  - Students work together on a group project.
  - Students participate in a morning group advisory meeting over video conference.
  - Teachers host phone conferences with parents and families.
- **Asynchronous:** An instructional delivery model in which students are learning more independently. Students engage on their own timeline (e.g., not live) via technology or learning packets. Examples include:
  - Students watch a pre-recorded math video lesson on their own schedule.
  - Students complete printed or technology-based lessons posted by their teacher on their own schedule.
  - Teachers provide feedback on completed assignments over email.
  - Students watch a pre-recorded Social Emotional Learning (SEL) video lesson from their teacher.
  - Schools administer a regular parent/family “wellness” survey to understand their needs.
- **Hybrid learning:** Students learn in part in a brick-and-mortar setting and in part in a distance setting, likely through a combination of both synchronous and asynchronous instruction.

### *Vision*

PPSD will provide equitable, rigorous, and joyful academic and social-emotional learning experiences for all students, whether they attend school fully in person, through distance learning, or in a hybrid model during the 2020-2021 school year. 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 deepen our supports for our community.

### *Guiding Principles Driving the Plan*

To fulfill our vision for reopening, we have crafted a set of guiding principles that align to our core values while also acknowledging our unique context.

- **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, students in transition grades, multilingual learners, and students who are differently-abled.
- **Strive for excellence in results:** We plan to get stronger long term, not just survive. We will continuously assess and improve what we do and take advantage of opportunities created by our new context.
- **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 simple so we can adjust course as circumstances change.
- **Prioritize in-person learning:** In-person learning best supports our ability to build a connected



community and structure engaging, culturally-responsive, rigorous learning. To the greatest extent possible, we will provide predominantly in-person learning.

### *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 reopening process. 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 and, where possible, between in-school and at-home learning. The table below outlines the measures from the TAP most applicable to reopening, as well as a few additional measures highly relevant to our hopes and aspirations for distance learning. A full list of the district's performance measures is included in the TAP and on the district's distance learning scorecard.

*Table: Measures of our hopes and aspirations for reopening*

Area	Measure <small>*Measure aligned to TAP</small>	Applicability to Distance Learning	18-19 Actual	20-21 Target	24-25 Target
Student culture and wellness	% of students who are present 90% of the school year*	Tracking student attendance between school and home settings during distance learning is a critical measure of engagement.	63%	72%	90%
	% of students who feel a sense of belonging at their school*	We must continue to create positive, supportive environments for learning regardless of whether students are in school or at home.	40%	53%	80%
Curriculum, instruction, and assessment	% of remote learners meaningfully engaged with digital content	As learners interact with digital content in school and at home, we must monitor the quantity and quality of their usage of relevant software. (Note: This measure assumes a single LMS in use.)	N/A	95%	100%
	% of special education evaluations completed within 60 days of referral	Throughout distance learning, it is critical that students' specialized needs are identified and learning supports can be provided.	97% (June 2020)	100%	100%
Talent management and development	% of teachers who are present 90% of the school year*	Tracking teacher attendance between school and home settings during distance learning is a critical measure of engagement.	87%	89%	94%
	% of teachers who have access to job-embedded professional development*	We know from stakeholder feedback that teachers require more opportunities to improve their instruction, particularly if instruction is delivered remotely.	N/A	100%	100%

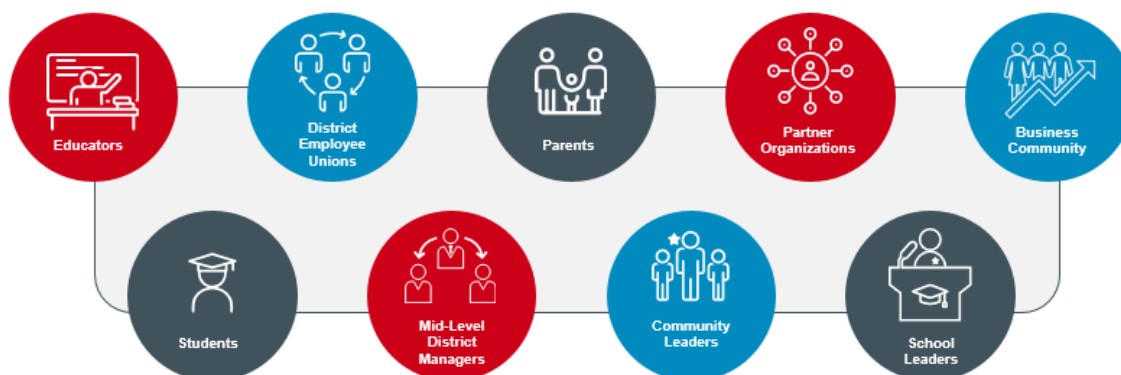
Family and community engagement	% of teachers using Kinvo to communicate with families at least monthly	We know from stakeholder feedback that families desire increased direct engagement with teachers, particularly during distance learning.	8%	TBD	100%
Operations, finance and progress monitoring	% of students with individualized access to device sufficient for e-learning	All students must have access to devices that enable distance learning.	N/A	100%	100%
	% of students with access to reliable, high-speed WiFi	All students must have sufficient connectivity to enable distance learning.	N/A	100%	100%
	% classrooms compliant with social distancing and PPE requirements	In-person learning requires ongoing monitoring of facilities' compliance with appropriate safety measures.	N/A	100%	100%
Academic success	% of tested students with growth percentiles >50 on interim assessment	In order to reach our ambitious goals for student proficiency, we must track progress on interim assessments upon students' return to school and throughout the year.	45% M 46% R	50%	60%

### *Process for Plan Development*

PPSD's reopening guidebook was developed in partnership with you! This guidebook represents perspectives expressed in dozens of community conversations, focus groups, and through multiple surveys. District engagement was organized and conducted in three cycles of focus groups, surveys, and town halls with the community and our partners:

1. Formal launch of the district planning process in response to RIDE guidance (June 10-12)
2. Evaluation of various reopening options (June 24-July 10)
3. Round 1 feedback on draft plan (July 13-16)
4. State feedback on draft plan (July 20-31)

Feedback cycles included over 25 facilitated discussions between district leadership and key stakeholder groups in the following image:



Feedback cycles also included four digital town hall events with Superintendent Peters on June 10th, July 1st, July 15th, and one specific to teachers on July 16th. Attendance at each town hall exceeded 400 live attendees with thousands of comments and questions, and attendance at the July 15th and 16th events neared 1,000.

The district designed and fielded three stakeholder surveys from June 29th through July 6th, 2020. These surveys gathered input from families, staff, and school leaders on their experiences during spring 2020 distance learning and their preferences and suggestions for improvements for reopening this fall. Altogether, 1,734 families, 1,125 staff, and 71 school leaders responded, representing approximately 11% of families, 35% of staff, and 1.8 leaders per school. All schools had 10 or more family and staff responses except four schools. More information and results from the survey are further detailed in Section 4: Strengths and Challenges from spring 2020.

Finally, district staff and the public have been consistently urged to submit their ideas, comments, and feedback to [Innovate@ppsd.org](mailto:Innovate@ppsd.org) since the pandemic began in mid-March. We've received hundreds of emails with creative ideas and feedback, much now reflected in this plan. Student, family, educator, and community input from these engagement cycles have been considered and synthesized by PPSD's internal planning committees.

Committee	Purpose	Membership
Reopening Steering Committee	<ul style="list-style-type: none"> <li>Coordinate efforts across all committees.</li> <li>Make final decisions on open questions among all committees.</li> </ul>	Superintendent, Senior Advisor, Chief of Staff, Deputy Superintendent of Operations
Instructional Committee	<ul style="list-style-type: none"> <li>Scenario-plan curricular, instructional, and non-academic student support models for fully remote, hybrid remote/in-person, and fully in-person learning.</li> <li>Coordinate with vendors and partners to ensure that they are able to execute PPSD's desired academic model.</li> </ul>	Superintendent (Lead), Network Superintendents of Elementary and Secondary, Secondary Transformation Officer, Chief Equity and Diversity Officer, Executive Director of Specialized Services, Executive Director of Multilingual Learners, Director of Professional Development, Interim Director of Curriculum

Operations Committee	<ul style="list-style-type: none"> <li>Develop public health protocols for PPSD in-person learning.</li> <li>Scenario plan for fully remote, hybrid remote/in-person, and fully in-person learning for the following areas: 1) facilities, 2) transportation, 3) staffing, 4) enrollment patterns, 5) finances/budgeting, 6) central office and administrative office reopening</li> <li>Procure necessary materials to execute PPSD's re-entry plan.</li> </ul>	Deputy Superintendent of Operations (Lead), Assistant Superintendent of Administration Executive Director of Human Resources, Director of School Operations and Student Support Services, Director of Nursing
Community and Stakeholder Engagement Committee	<ul style="list-style-type: none"> <li>Create a plan for meeting and partnering with the community, elected officials, and city leaders.</li> <li>Solicit input from community members, elected officials, and leadership to inform planning.</li> <li>Communicate PPSD's status in planning to community members and other key stakeholders.</li> </ul>	Chief of Staff (Lead), Chief of Family and Community Engagement, Chief Equity and Diversity Officer, Director of Communications, Policy Advisor

In addition to considering constituent perspective, members of these planning committees have conferred with local and national experts, met regularly to seek guidance from RIDE, and studied national research and best practices. Our efforts have resulted in this reopening plan which is aligned with best practice and responsive to our local context and constituent perspective.

### *A High-Level Timeline With Major Milestones, Including Expected Communication*

Item	Date
Work with school leaders, staff, labor partners, and community to refine guidance	Ongoing
Communicate new start and end times	8/3
Opening of application for Virtual Learning Academy	Week of 8/3-8/7
Guidebook/PD Materials Available to Staff	Week of 8/10
Likely determination of reopening scenario by RIDE/RIDOH	~8/17
Individual school meetings with family and staff members	8/19-8/31
Expected first day of school year	8/31

## **3. Strengths and Challenges From Spring 2020**

### *Feedback on Spring 2020 Implementation From Students, Staff, and Family*

When asked to reflect on their spring 2020 experience with distance learning, the majority of family and staff respondents—73% and 71% respectively— report having felt support by their school and the district. Families and staff generally felt informed and equipped with basic resources, such as devices, to enable distant learning. While constituents appreciate PPSD's spring 2020 emergency response to COVID-19 related school closures, it is also evident that they expect more this fall. Families, educators,

and staff would have benefited from deeper support and training, higher quality and more consistent instructional resources, and a stronger emphasis on responding to growing trauma and social-emotional learning needs.

Strengths	
Theme	Evidence
<b>Two-way Communications:</b> Many families, school leaders, and staff appreciated the efforts made by the district to communicate important information and seek input for decisions. Families largely found the frequency and clarity of district communications to be helpful.	<ul style="list-style-type: none"> <li>Approximately half of families' and school leaders' comments about district strengths named its communications efforts. More than 30% of teacher comments indicated the same.</li> <li>72% of families reported receiving consistent messaging about PPSPD's COVID-19 response and only small proportions of families found communications to be too complex (13%) or too much (21%).</li> </ul>
<b>Flexible and Supportive Leadership:</b> School leaders and staff reported having the necessary flexibility to lead and adapt to distance learning. Teachers and families appreciated and felt supported by these acts of leadership and flexibility.	<ul style="list-style-type: none"> <li>More than 8 in 10 school leaders and staff reported understanding their roles clearly and having the autonomy needed to support teachers and students, respectively, during remote learning.</li> <li>70% of staff felt they received support implementing effective remote learning.</li> <li>Many teachers' comments (16%) specifically named principals' acts of leadership during school closures. As an example: "My school administrators are always available if I need them to answer questions, suggest solutions, and make me feel as though I am a valuable member of the school community."</li> </ul>
<b>Access to Learning:</b> The provision of technology in the spring enabled high rates of student participation in remote learning and, overall, families are confident that their students are ready for next year.	<ul style="list-style-type: none"> <li>The vast majority of family respondents indicated that students had reliable access to devices (89%) and internet (92%) for remote learning.</li> <li>71% of families felt supported by the district to implement remote learning, which enabled 90% of families to report that their students participated in some form of remote learning in the spring and 69% participated most or almost most of the day.</li> <li>All together, nearly three-quarters of families (73%) believe that their students are ready for the coming school year.</li> </ul>

Opportunities for Improvement	
Theme	Evidence
<b>Family Supports for Distance Learning:</b> Families need more accessible instructional resources to support students' learning at home with their limited time.	<ul style="list-style-type: none"> <li>Less than half of families (45%) reported being available all or most of the day to support their students' learning activities and the vast majority (64%) were concerned about their students' learning.</li> </ul>

<p>This includes clear learning standards, better schedules for at-home learning, and more avenues to get support.</p>	<ul style="list-style-type: none"> <li>• Less than half of families (47%) reported knowing what resources were available to them, and more than 70% indicated that the following resources would be helpful or very helpful: a summary of what students need to learn to be on track for the next grade level, guidance on which tasks to prioritize each day, and someone who can provide help or support on assignments when they have questions.</li> <li>• Many families' comments (23%) related to the desire for clear expectations for student learning, help responding to their concerns, and better instructions for using technology at home.</li> </ul>
<p><b>Technology Training:</b> Students, families, and teachers all require greater training on online platforms to support distance learning.</p>	<ul style="list-style-type: none"> <li>• Fewer than one-third of families (28%) reported having been trained extensively in using an online platform to support learning.</li> <li>• Many teachers' comments (22%) related to the desire for additional training on using technology (software platforms and tools).</li> <li>• Only 16% of school leaders indicated that families received extensive training, and less than one-third of school leaders (31%) reported that students received extensive training.</li> </ul>
<p><b>Educator and Staff Development:</b> Beyond technology, staff need more professional development related to distance learning and core instructional enabling systems must be set up to support staff when remote, particularly as the district adopts new curriculum and assessments.</p>	<ul style="list-style-type: none"> <li>• Fewer than half of school leaders reported that teachers have a space for collaborative planning time, understand blended learning principles and models, have extensive training on using an online platform, and plan for synchronous student culture practices.</li> <li>• Less than half (45%) of staff reported comfort recording video lessons for asynchronous instruction. Many teachers' comments (32%) related to a desire to develop more instructional strategies in a synchronous, online environment with a focus on student engagement.</li> <li>• Many teachers' comments (38%) also related to a desire for additional instructional supports, such as curricular guidance and materials, clarity on grading expectations, additional planning time, and more.</li> <li>• While 9 in 10 school leaders shared that they communicated expectations for providing feedback to students and grading work when schools were closed, just 71% of staff shared that they understood these expectations, and only 62% reported being able to assess student performance and track progress.</li> </ul>
<p><b>Social-Emotional Learning Supports:</b> There is a specific need for teacher professional development in the areas of social-emotional learning and trauma-informed approaches.</p>	<ul style="list-style-type: none"> <li>• Nearly half of families (44%) are concerned about their children's social-emotional well-being, with 23% being "quite" or "extremely" concerned.</li> <li>• Staff reported that mental and emotional health was families' greatest need when schools were closed. 11% of teachers' comments related to a desire for training on social-emotional strategies to integrate into their instruction. Additionally, 14% of teachers' comments related to a desire for training to incorporate trauma-informed practices into their daily work with students.</li> </ul>

<p><b>Family Communication and Engagement:</b> Families are hungry for more outreach and better responses to their needs in moments when schools are closed. Some teachers suggest they could benefit from training in this area.</p>	<ul style="list-style-type: none"> <li>• 53% of staff reported having communicated frequently with family members during the spring.</li> <li>• Families indicated that teacher responsiveness is concerning. One family wrote, “All teachers should be available to respond to emails/messages. I experienced receiving responses from some teachers while others never bothered. It shouldn't come to reaching out to a guidance counselor to resolve grades (on assignments turned in on time), attendance, etc.”</li> <li>• Some teachers’ comments (10%) related to a desire for training and support to engage their students’ families more effectively. One wrote about the need for training to: “[Help] families to cope with stay at home orders, staying healthy (ie, stress management/healthy eating), and distance learning routines.”</li> </ul>
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### *Constituent Desires For Fall 2020*

As we have built our reopening plans for fall 2020, we have worked to build from the strengths of our spring 2020 response while also attending to the areas of needed improvement identified by our PPSD community. Specifically, our reopening plan responds to constituent feedback in the following ways:

- Students in 1st-12th grades will continue to attend their school of choice versus being reassigned to the neighborhood school, in large part due to family preference. 63% of families expressed discomfort with returning to their neighborhood school.
- If public health guidance suggests in-person learning is not possible for every student every day this fall, PPSD will pursue a hybrid model (alternating A/B days). While survey respondents expressed no clear majority preference, the modal preference among each stakeholder group (ranging from 38% among families to 47% among leaders) is to pursue a mix of in-person and distance learning.
- Because some family and staff respondents expressed being “not at all comfortable” with a fall return to in-person learning, PPSD has a) invested significant resources developing appropriate new procedures to maintain safety, and b) will offer a Distance Learning Academy for those that cannot attend in-person.
- Families, staff, and school leaders all request more consistent, and higher quality resources, training, and support to ensure students thrive academically and that both students and educators are nurtured. This plan sets forth a coherent approach to rolling out new curricular resources and instructional approaches, expanding professional development and collaborative planning, and deepening family and community partnerships. Our approach is both consistent with year one implementation of the TAP and responsive to our current context and need to prepare for multiple reopening scenarios.

## **4. Reopening Plan at a Glance**

### **Transportation**

The district conducted a thorough analysis of student need and bus capacity under multiple reopening scenarios to determine changes required to student transportation. Due to social distancing and stable grouping constraints to protect students, the district will need to undertake a number of initiatives to



ensure student safety and minimize ridership on yellow bus transportation routes. These initiatives include:

- Adjusting “bell times” at the elementary, middle and high school level to expand transportation access. As opposed to running two start times for the school day as we do currently (generally around 8:00AM and 9:00AM), in 2020-2021, we will have three start times (i.e. 7:30AM, 8:30AM, and 9:30AM for elementary). To be clear, each school will only have one start and end time.
- Changing enrollment for kindergarten to place them at the closest school possible, while still allowing for families to choose to enroll in special programs (special education, dual language, etc.) and sibling preferences, all within capacity constraints.
- Providing families with the option of committing to walk or drive personal transportation to school, if they can, instead of riding the bus for the fall to reduce overall ridership.
- Where possible, expanding “Walking School Bus” programs.

While not ideal, we believe these plans are consistent with our guiding principles and responsive to families’ desires to prioritize the health and safety of their children and maintain enrollment in their current schools of choice versus alleviating transportation constraints by moving all students to neighborhood schools, having all students attend school in an A/B structure, or significantly increasing the distance between student homes and their bus stops.

These changes will be confirmed publicly by August 17th to ensure families have time to plan and prepare for the fall while giving our team the maximum amount of time to ensure all students will have the safe transportation they need to attend school.

### **Health and Safety Precautions**

Once at school, students and educators will be protected by following new procedures detailed later in this document, including:

- Daily health screenings.
- Face mask protocols.
- Remaining in stable groups of up to 30 in grades K-8, which means that some services and instruction will be provided remotely even when students are on campus. More information is provided in the “Student Schedules” section of this guide.
- Limiting the number of middle and high school students on campus at a given time in order to enable social distancing.

### **Learning Environment**

In keeping with our guiding principle of “striving for excellence in results,” we are excited to roll out a number of new teaching and learning initiatives that improve upon our spring 2020 response and promise to better prepare our students for college, career, and community. These initiatives will enable students and educators to fluidly transition to hybrid or fully distant learning should that become necessary, including:

- Guaranteed 1:1 device access for students.
- New, more rigorous instructional materials in key grades and contents with aligned resources for online learning.

- A district-wide learning management system to house resources and student work.
- Updated grading policies.

### *Virtual Learning Academy*

While it is our greatest hope that we are able to serve all of our students in person this fall, we recognize the importance of having a strong option to meet the needs of families who need or desire a distance learning placement option as a result of the pandemic while still prioritizing grade-level learning for the 2020-2021 school year. Additionally PPSD will offer all K-12 students the opportunity and choice to attend the PPSD Virtual Learning Academy for the 2020-2021 school year. The PPSD Virtual Learning Academy is 100% remote. Families that register for PPSD Virtual Learning Academy are opting in to remote learning for the duration of the school year with an opportunity to reassess that decision at the end of the semester. The PPSD Virtual Learning Academy will provide a high-quality learning experience that supports each child's social emotional needs. PPSD Virtual Learning Academy students will engage in a more personalized learning plan that allows for more self-direction, targeted tutoring, and acceleration. In grades K-8, students will have access to the same high quality instructional materials, course offerings, and programming that they would in their current school. In grades 9-12, students will leverage an online platform for access to online, grade-level content and courses aligned to meet their graduation requirements. PPSD Virtual Learning Academy students will still stay connected with their current school through school-wide communications and regular touchpoints with school staff. Every student will have access to certified teachers who will provide a combination of live and recorded lessons, assignments to be completed on a flexible schedule, and assistance as needed. Students will access assignments through Google Classroom. Teachers will closely monitor student progress and provide regular feedback to families. During designated hours, students can reach teachers for real-time support, and teachers will be responsive via messages leveraging Google Classroom. Students who do not register in the PPSD Virtual Learning Academy will be opting into the mode of instruction that PPSD, in close collaboration with RIDE, determines is the safest for students, team members, and the community as a whole.

PPSD Virtual Learning Academy Characteristics	
Courses are taught and/or supported by a certified PPSD teacher.	✓
Students will have access to a full set of digital instructional tools and resources that are aligned to college and career ready standards.	✓

Regular check-ins from PPSD school staff will occur.	✓
PPSD teachers will provide grades and feedback on student work.	✓
PPSD students are fully able to personalize and self-pace coursework.	✓
PPSD students may take additional courses beyond a traditional schedule (9-12).	✓
Students will receive counseling services from PPSD.	✓
Differently-abled students, language learners, and other exceptional need students will receive appropriate services.	✓
Students will have access to an individual computer.	✓

### ***Reopening Academy (Staggered Start)***

Depending on the grade level, the first three to five days of school will support a smooth transition for staff, students, and families back to school. Through an intentionally-designed “Reopening Academy,” students will have an opportunity to a) process the events of the past six months through a set of developmentally-appropriate, SEL-focused lessons, b) practice new safety and operational routines, technology tools, schedules, and c) rebuild academic habits.

In service of a smooth transition, we will also look to stagger the start of the school year. The district may prioritize bringing back students in grades PK-2, 6, and 9 (both remote and brick-and-mortar) earlier than students in grades 3-5, 7-8, and 10-12, in order to ensure appropriate implementation of proper health and safety protocols.

### ***Re-Entry Scenarios: Full, Partial, Limited, And Fully Distance Learning***

In instances when full, partial, limited, or fully distant learning is necessitated based on state guidance, PPSD will draw on its guiding principles to prioritize safety and wellness and to use equity as the lens to guide programming decisions. Specifically, as needed, PPSD will prioritize in-person and/or synchronous distance learning for as many days as possible for 1) educationally vulnerable students (including students

who are differently-abled and served in self-contained special education classrooms; multilingual learners (MLLs) served in newcomer programs; homeless, migrant or, at-risk students; and those directly impacted by COVID), 2) PK-2 students, 3) 6<sup>th</sup> and 9th graders, 4) students enrolled in CTE credentialed programs requiring hands-on opportunities, and 5) multilingual learners.

Student Group	Full Reopening*	Partial Reopening	Limited Reopening	Resurgence Plan/Fully Distant
Educationally vulnerable students	5 days/week in-person following safety and teacher and student grouping guidance		A/B rotation	5 day/week distant, largely synchronous
PK-2nd grade students				
3rd-5th graders				
6th Graders	5 days/week in-person following safety and teacher and student grouping guidance	A/B rotation		
7th-8th graders				
9th-10th graders				
11th-12th graders			Distance learning	

*\*The terms “full,” “partial,” and “limited” used here reflect Back to School RI guidance as of July 31.*

A shift in public health conditions necessitating a shift in model (e.g. full to partial, partial to limited) may require a pause in brick-and-mortar instruction in order to reroute transportation and make other operational shifts necessary to meet the relevant parameters. Throughout, we will leverage community partnerships in order to provide families with the ability to access safe, supervised spaces for their children to engage in hybrid or distance learning. More information can be found in the family and community engagement section of this guide.

## 5. Health and Safety (COVID-19 Control Plan)

### Face Masks

*Protocols for Students and Staff:* To minimize the spread of illness, PPSD will require masks for staff members and students at all times throughout the day, including on school buses, outside of school buildings, and within school buildings, with certain exceptions for safety:

- When the student/staff member has trouble breathing or is unconscious (e.g., during nap time), incapacitated, or otherwise unable to remove the mask without assistance.
- When the face mask would inhibit an activity of daily living (e.g. eating).

- When a face mask itself would negatively impact the safety of an individual or lead to an increased risk of harm to others.

Students for whom face masks are not medically or developmentally appropriate (e.g., where they cannot properly maintain a face mask) will not be required to wear face masks.

Schools should seek times where students and staff can safely remove masks for a mask “break.” This could include when students are outside for lunch or recess, or when staff/students are working independently and spaced six feet apart from other individuals.

*Protocols for Visitors:* For visitors, the expectation will be that all visitors will be required to wear face masks at all times when they visit a school or other school district facility.

*Distribution of Face Masks:* When possible, students and staff will be expected to provide their own face masks. At the start of the school year, PPSD schools will provide all students and staff with one cloth face mask. Each school will also have a supply of disposable masks in case staff members or students forget their masks, though schools should take measures to reduce the number of staff members or students forgetting masks.

*Communication about Face Masks:* For information about communicating expectations for face masks (such as cleaning and disposal), please refer to the “[Communication with staff and students](#)” section of this document.

### ***Social Distancing and Organizing Personnel***

*Teacher and Student Grouping and Details on Students and Staff with Health Risks:* At the elementary and middle school levels, students will be organized into stable groups with the expectation that these stable groups spend all or most of the day together. The below table details what stable group sizes are expected to be under different public health scenarios. At the high school level, in-person instruction will be provided to 50% of students at a time, thereby enabling ample social distancing.

	<b>Full In-Person</b>	<b>Partial In-Person</b>	<b>Limited In-Person</b>
K-8	Stable groups will be limited to <b>30 people</b> , including students and staff. When needed for course offerings or support services, staff will either rotate between groups while wearing masks and maintaining at least six feet of distance from students in the groups, or staff will provide instruction virtually.	Stable groups will be limited to <b>30 people</b> , including students and staff. When needed for course offerings or support services, staff will either rotate between groups while wearing masks and maintaining at least six feet of distance from students in the groups, or staff will provide instruction virtually. In middle school, in order to lower stable group size and facilitate social distancing, PPSD will operate on an A/B schedule.	Stable groups will be limited to <b>15 people</b> , including students and staff. To achieve this, PPSD schools will operate on an A/B schedule.  When needed for course offerings or support services, staff will either rotate between groups while wearing masks and maintaining at least six feet of distance from students in the groups, or staff will provide instruction virtually.

HS	Stable groups will not be maintained in this scenario based on the unique scheduling needs of high school. Per RIDE guidance, students and staff will follow health and safety procedures (e.g., wearing masks) to minimize the risk of infection.	Only approximately <b>50% of the students</b> in a high school can be physically present in the school at one time. To achieve this, PPSD high schools will operate on an A/B schedule, phasing students into on-campus learning beginning with 9th grade.	Only approximately <b>25% of the students</b> in a high school can be physically present in the school at one time. To achieve this, PPSD high schools will operate on an A/B schedule for ninth and tenth graders, and a fully distant schedule for grades 11 and 12.
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Groups of students indoors will not exceed the state’s maximum allowable group size during the applicable Rhode Island reopening phase ([reopeningri.com](http://reopeningri.com)).

Staff members will be expected to maintain six feet of distance between one another in their workspaces, to the extent that this is feasible. Teachers should often be able to maintain such distance by remaining with their stable groups. For school office staff, the expectation is that they will likewise adhere to these distancing requirements.

For more details on expectations about teacher and student grouping please refer to that [section](#) of this document. In addition to the baseline protocols detailed in that section, PPSD will have protocols to protect students and staff with health risks, as identified by the [CDC](#).

- Hygiene: For students with such risks, teachers will be expected to provide support to ensure the students strictly adhere to the hygiene and handwashing guidelines.
- Face Masks: PPSD will require masks for staff members and students at all times throughout the day, including on school buses, outside of school buildings, and within school buildings, with certain exceptions for safety.
- Group Spacing: If possible, desk and workspaces will be adjusted to more easily allow health at-risk students and staff to maintain a six-foot stable distance from others.

*Classroom Layout:* In all grade levels, schools will be expected to assign students seats for their classes. In all classrooms, desks will generally be expected to face the same direction. Desks, to the maximum extent possible, will be spaced apart depending on educational needs. Because students will typically remain in stable groups and be required to wear masks, seat spacing will not always be six feet apart.

*Social Distancing in Recreation Areas:* PPSD will encourage its schools to maximize student recreation time and the time that students spend outside of the classroom. If more than one group is using an area at a given time, PPSD will require that there will be at least 14 feet of distance between the groups. Whenever playground equipment or toys/balls/etc. are used, the expectation is that schools will clean the equipment and items between each use.

*Social Distancing in Common Spaces (Auditoriums, Gyms, Cafeterias, etc.):* Whenever stable groups are in shared spaces, each stable group will be expected to maintain at least 14 feet of physical distance between other groups. After each use of a common space, schools will be expected to clean the space.

Schools will be expected to ensure that equipment and materials in shared spaces and in classrooms are not shared by multiple students. Schools will be required to ensure that the number of people in any shared room (e.g., in the cafeteria for lunch) will never exceed the [maximum allowable statewide gathering size](#).

*Social Distancing during Dining (e.g., School Lunch Time):* To the extent possible, students will be expected to eat lunch in their cohort's classroom or outdoors – and eat lunch in a space with only their stable group. If students eat in a communally used space (e.g., cafeteria), schools are expected to stagger the use of that space and disinfect the space between each use. If more than one stable group is in a communally used space, it is expected that there is at least 14 feet of distance between each group.

Designated staff will deliver meals and a surface cleaning cloth to student classrooms during mealtime. Each meal is to be served in a single-serving container or bag. Sani-wipes will be given to each student so that the desk or table area can be wiped down after the meal.. Students will be expected to sanitize their hands before and after eating their meal.

*Limited Use of Bathrooms:* To the extent possible, stable groups will be expected to have designated bathroom times and designated bathrooms. After each bathroom time, assigned school staff will be expected to clean bathrooms.

*Social Distancing in High Traffic Areas (e.g., Hallways, Stairways, Locker Rooms, etc.):* Schools are expected to plan for staggered timing to minimize traffic and congestion in hallways. Schools will be expected to mark hallways with six feet distance markers. The expectation is that hallways and stairwells will be used for one direction to the maximum extent possible, and schools will be expected to mark hallways and stairwells with their single direction, when applicable.

Schools will be required to prohibit the use of lockers. Instead, students are expected to carry their belongings for the day in a backpack.

*Communications of Social Distancing Expectations:* For information about communicating expectations for social distancing and sick policies to students and staff, please refer to the “[Communication with staff and students](#)” section of this document).

### ***Responding to a Symptomatic or Positive Case or Outbreak***

In situations that require coordination with the RIDOH, Donna O'Connor, PPSD Director of Nursing, Health, and PE will lead such coordination on behalf of the district. Ms. O'Connor or a designee will notify local and state health officials of instances that may activate the need for contact-tracing. PPSD will allow local and state health officials to lead contact-tracing efforts in such instances. PPSD will comply with local and state health guidance to facilitate contact-tracing efforts.

*School Quarantine Protocol for Symptomatic Students and Staff:* This section provides quarantine procedures based on current RIDE/RIDOH guidance. Should guidance be revised, PPSD will update its quarantine procedures on its website.



- **Prior to School:** If a student, staff member, or a member of a student or staff member's household has COVID-19 symptoms, the expectation will be the following: remain home until (a) the student or staff member has tested negative for COVID-19 or (b) the student or staff member has provided a doctor's note stating they have permission to come to the PPSD facility and/or are not contagious. They are expected to notify their school leader or supervisor. The school or office is expected to notify Donna O'Connor, Director of Nursing, Health and PE, who will contact the Rhode Island Department of Health (RIDOH) to create a school-specific response plan and the Superintendent and Chief of Staff.
- **During School:** If a student experiences symptoms while at school, the expectation is the following:
  - Sending Student Home: The student is sent to a "sick room," an isolated room in the school until they can see the school nurse. The school nurse, wearing PPE, checks on the student for symptoms. If the student is indeed symptomatic, then the school arranges for the student to go home. The student remains in the "sick room" until they are able to go home. When such students are picked-up from school, the pickup must take place outside at the sidewalk or curb; in other words, the person picking up the student may not enter the facility. Front office staff must come to the curb to verify the identity of the person picking up the student. The student must remain home until they have tested negative for COVID-19 or can provide a doctor's note saying they are not contagious.
  - Sending the Stable Group to a Flex Space: If the nurse determines that the student, experiencing symptoms, should indeed be isolated and sent home, the school nurse will notify school administration that the stable group must move to another space to allow custodial staff members to clean the room. Then administration will arrange for the student's stable group to move to the alternative space.
  - Cleaning: The school custodial staff cleans all surfaces that have been touched by the student as soon as possible. The school conducts a deep clean of the student's classroom, the "sick room," and the alternative space at the end of the school day.
  - Coordinating with RIDOH: The school notifies Donna O'Connor who coordinates with RIDOH. Respecting confidentiality, PPSD will only notify members of the school community of the student's symptoms if directed to by RIDOH and in adherence to the law.

*Protocols for Situations with Positive COVID-19 Tests:* If a school receives notice that a student, staff member, or member of the household of a student or staff member has tested positive, then the expectation is as follows: The student or staff member must remain home until the student or staff member tests negative, has quarantined for 14 days, OR has a doctor's note with permission to attend school. All people in the school community who have had close contact with the COVID-19 positive person must also remain home until they test negative, have quarantined for 14 days, OR have a doctor's note with permission to attend school. Close contact is defined as follows: Being within six feet of an infected person for at least 15 minutes, starting from 48 hours before illness onset until the time the infected person is isolated. The positive person's classroom should be left unattended for 24 hours. After 24 hours, the classroom should receive a deep clean.

PPSD will coordinate with RIDE to determine when schools should be fully closed in the case of COVID-19 positive situations.

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

*Communications of How PPSD Will Respond to Positive Cases:* For information about communicating PPSD's protocols for responding to symptomatic and COVID-19 positive situations, please refer to the "[Communication with staff and students](#)" section of this document.

*Screening for Central Office Staff:* Central office staff will be required to attest to their ability to work in two ways:

1. **Google Form submissions:** Each staff member will be required to submit a Google Form, aligned with RIDOH's self-attestation form. Managers will be expected to review daily to ensure that all staff completed the forms, but managers will be required to refrain from reviewing results from the submissions. If a staff member has not completed the form, then managers will be expected to contact the staff member to direct them to do so.
2. **Punch Card Attestation:** Staff will be notified that, whenever they punch into work for the day, they are attesting to have none of the symptoms or risk factors detailed in RIDOH's self-attestation form. PPSD will include signs next to punch-in locations detailing this self-attestation expectation. While some staff do not punch-in for work, those staff will still be expected to complete the Google Form detailed above.

*Screening for School-Level Staff:* Schools and school-level staff will be expected to adhere to the above-detailed punch card attestation system.

*Screening for Students:* Students and families will be expected to attest to a student's ability to come to school in the following ways:

- **At-Home Attestation:** Prior to the start of each school day, families of all students will be expected to complete the RIDOH self-attestation form's checklist OR the My Symptom Checker portion of the Crush COVID App. This information will be provided to RIDOH under its protocols, and the information will not be communicated to PPSD. Families should use their results from the checklist or Crush COVID App to determine whether or not a student may go to school. If students have risk factors or symptoms, then they may not come to school.
- **Bus Pickup Screening:** As students board the school bus, a bus monitor will screen them. PPSD will provide bus monitors with a [checklist/visual aid](#) to show students as they get on the bus. Monitors will ask the students to provide a thumbs up if they attest to not having any symptoms, or a thumbs down if they have any symptoms. If a student provides a thumbs-down, then the bus monitor will be expected to contact the student's family and will be expected to not allow the student to board the bus. If the monitor is unable to contact the family, then the student will be directed to the front seat by the monitor. Students sitting in the seats directly behind and to the side of the student will be directed to move to a vacant seat (if one is available) or to sit in the same seat as a classmate until the ride concludes. Once the bus arrives at school, the student will be required to go to the sick room and return home from school without going to class. If a parent or guardian is with the student at the bus pickup location, the parent or guardian may provide the thumbs-up or thumbs-down.

- **School Screening for Students Who Walk or Get Dropped Off:** All students who do not ride the school bus will be expected to walk through a checkpoint as they arrive at their school. At this checkpoint, a screener will be expected to screen each student in the same manner as a bus monitor -- using the thumbs-up/thumbs-down system. If a student provides a thumbs-down, then the student will be required to go to an isolation space and return home from school without going to class.

*Screening for Visitors:* Visitor access to school buildings will be determined based on protocols identified in Section 8: Re-Entry Operations. In instances where visitors are allowed to enter the school, schools will require visitors to sign-in. Under PPSD protocols, the act of signing in as a visitor will count as attesting that the visitor does not have symptoms or risk factors, as detailed in the RIDOH self-attestation form. To communicate this expectation, PPSD will include signs at all sign-in locations and will communicate the expectation with all PPSD families, staff, visitors, and students.

### *Communication with Staff and Students*

#### *Communicating Public Health Expectations*

- **Masks:** PPSD will notify students and families of expectations to clean reusable face masks between uses (and dispose of disposable masks between uses) in various ways (e.g., posting guidance on its website; using robocalls, texts, emails, and other forms of telecommunication; and holding virtual meetings to engage with families around public health expectations.) On-campus, schools will be expected to post signage detailing proper face mask usage. As needed, schools will be expected to instruct staff and students on how to properly wear and clean masks with [CDC resources](#).
- **Other Public Health Expectations (e.g., Social Distancing and Quarantining if Sick):** For staff, PPSD's employee handbook details expectations for social distancing, staying home if sick, and maintaining disease-preventative hygiene. For students and families, PPSD will post expectations and protocols on its website. PPSD will use its normal telecommunications channels to communicate with students and families. See below for more details on these channels and for how they will be provided in a multilingual manner.
- **Signage Throughout Facilities:** PPSD will have [signs](#) throughout its facilities to promote social distancing and hygiene expectations, to identify face mask expectations, and to notify staff and visitors that if they enter the facilities they attest to not having symptoms.

*Ensuring Communication Channels Are in Multiple Languages:* The below table details the channels PPSD will use to communicate with families and how such communications will be included in multiple languages and modes.

Communication Method	How Is It Translated or Interpreted into Multiple Languages?
Parentlink Automated Telephone Calls	Calls can be sent in English, Spanish Arabic, and Portuguese.
Kinvolved Text Messaging	Messaging service offers all PPSD top languages, including: Afrikaans, Albanian, Arabic, Armenian, Basque, Bengali, Bosnian (Latin), Bulgarian,

	Catalan, Chinese Simplified, Chinese Traditional, Cantonese (Traditional), Croatian, Czech, Danish, Dutch, English, Esperanto, Estonian, Fijian, Filipino, Finnish, French, Galician, Georgian, German, Greek, Gujarati, Haitian Creole, Hebrew, Hindi, Hmong Daw, Hungarian, Icelandic, Indonesian, Irish, Italian, Japanese, Kannada, Khmer, Kiswahili, Klingon, Klingon (pIqaD), Korean, Kurdish, Lao, Latin, Latvian, Lithuanian, Malagasy, Malay, Malayalam, Maltese, Myanmar, Yucatec Maya, Norwegian Bokmål, Quiché, Otomi, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Samoan, Serbian (Cyrillic), Serbian (Latin), Sinhala, Slovak, Slovenian, Somali, Spanish, Swedish, Tahitian, Tamil, Telugu, Thai, Tongan, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Welsh, and Yiddish.
Website Announcements or Postings	Webpages or posted PDFs can be interpreted and translated through the PPSD websites embedded translation app.
Phone Interpretation Services	PPSD provides immediate phone interpretation services in over 350 languages to support family communications.
Print Materials	When print materials go out to families, PPSD translates them into major languages.
Social Media Posts	Such apps have auto-translate functions for multiple languages, and PPSD also frequently posts English and Spanish versions of its Facebook posts.
Virtual Events (e.g., Zoom Town Halls)	Such events include real-time interpretation. For such events, PPSD also offers immediate telephone interpretation services for one-on-one interpretation needs.
Opt-In Electronic Newsletter	PPSD is launching a regular opt-in newsletter, which will be sent out regularly in August. This newsletter will be in English and Spanish.

*Maintaining Channels to Address Concerns:* PPSD and the district's schools will continue to manage a variety of channels, including the following for staff, students, and families to have their concerns addressed: regularly posted information on PPSD's COVID-19 webpage, solicited feedback via PPSD's Office of Family and Community Engagement, virtual town halls with allotted time for questions and answers, PPSD's email address for feedback and suggestions ([innovate@ppsd.org](mailto:innovate@ppsd.org)), and regular electronic updates.

### ***Cleaning and Decontamination***

*Handwashing Procedures:* Students and staff will be expected to sanitize or wash their hands in all of the following instances:

- When entering the school facility.
- When entering or departing the classroom.
- At mealtime.
- After restroom breaks.
- After sneezing or coughing.
- Before and after using water, classroom supplies, or other sensory objects.
- Before and after physical activity or being outdoors.

All schools will be expected to provide students with [videos and lessons](#) on handwashing.

*Handwashing Supplies:* All Providence Public School buildings will maintain numerous handwashing locations to include all restrooms, nurses suites, faculty lounges, and kitchens. Aramark custodial staff will monitor the restrooms periodically to ensure that those locations maintain an adequate supply of soap and paper towels.

PPSD will make hand sanitizer of hospital-grade quality and with at least 70% alcohol content available in all classrooms and in areas where handwashing is not feasible. Such areas include school main offices and other high traffic common areas. All PPSD schools will be expected to identify locations for hand sanitizer given that schools have the best understanding of their high-traffic areas where handwashing is inaccessible.

*School Facility Cleaning:* PPSD contracts with the Aramark company for custodial services and will be greatly increasing the number of custodial staff to provide enhanced cleaning. In accordance with recommended CDC guidelines, Aramark custodians will clean and disinfect all Providence school buildings on a daily basis. Areas requiring a deeper cleaning will be identified and treated on an “as needed” basis. Bottles of cleaning/disinfectant spray will be distributed to all classrooms and offices so that staff can spot clean and wipe down surfaces throughout the day.

There are three cleaning and disinfecting procedures to augment current practices for cleaning and disinfecting school facilities.

Daytime Specialized or Enhanced Cleaning: This cleaning protocol will be similar to what is normally done overnight with enhanced cleaning and disinfecting of surfaces that are soiled and disinfecting other surfaces that are high-touch points such as tables, desks, chairs, countertops, windowsills, cabinet handles and doorknobs, light switches, and telephones.

The district will work in partnership with school staff to develop regular cleaning and disinfecting of classroom electronics, such as tablets, touchscreens, keyboards, controls, books, and equipment.

The cleaning and disinfecting of handrails, cafeterias, and bathrooms will be done daily to ensure restrooms are stocked with soap and paper towels.

Drinking fountains will also be frequently sanitized.

Hand sanitizer will be provided to areas where soap and water is not readily available.

Deep Cleaning: In accordance with CDC guidance, PPSD will provide deep cleaning for buildings, offices, classrooms, cafeterias, and other common areas that have been unoccupied for more than seven days. The cleaning procedures may include:

1. Use of recommended PPE and district-approved sprayers, foggers, sponges, applicators, mopheads and buckets, measured spray bottles, and trash liners.
2. Use of the EPA’s registered list of approved disinfectants or diluted household bleach or 70 percent of more alcohol solutions for what is considered normal routine cleaning.
3. Disinfecting uncluttered flat surfaces; soft or porous materials such as carpeted floors, rugs, drapes, and seating; objects normally touched in buildings, offices, and classrooms such as desks,

tables, phones, keyboards, touchscreens, toilets; high traffic areas such as front offices, gyms, locker rooms, lunchrooms, and multi-purpose rooms

4. Sweeping, vacuuming, or mopping all floors; emptying all trash receptacles; and disposing of any trash, used items, or equipment.

**Confidence Cleaning:** These procedures apply when a person, who has been in a facility, is suspected or confirmed to have COVID-19. These procedures have been developed in conjunction with the CDC’s “reopening Guidance” and will take place under the direction of the health department and supervision of the district’s health services. The procedures include:

1. When possible, open windows to increase outside airflow for at least one and up to 24 hours; using equipment such as PPE face covering (masks), gowns, gloves, etc.; using spray bottles or electric sprayers; using HEPA vacuums, if available; and using cleaning cloths.
2. Disinfecting hard, horizontal and frequently touched surfaces such as tables, desks, chairs, handrails, equipment, and door handles in buildings and rooms with a CDC-approved product rated for SARS-CoV-2, Rhinovirus or Human Coronavirus.
3. Appropriate removal of PPE and disposal of waste.

### ***Industry Specific Guidance and Updates***

PPSD’s operations team will regularly review state resources (e.g., [www.reopeningri.com](http://www.reopeningri.com), RIDOH’s website, etc.) to stay up-to-date with orders from the Governor and other official matters. The district’s lead community liaison will stay in touch with key community partners regarding education and childcare specific guidance

## **6. Curriculum, Assessment, and Instruction (*Remote and In-Person*)**

Already contending with low academic proficiency rates, PPCSD expects that many students will return to school in fall 2020 having retained less learning in 2019-20 than is typical, thereby increasing our urgency to provide more consistent, higher-quality curricular materials, targeted assessments, intentional acceleration supports, and—when needed—intervention supports to all learners, including our MLLs and differently-abled learners, across in-person, distance, and hybrid learning environments.

In the spirit of our guiding principle, “strive for excellence in results,” we will seize this moment to get stronger as well as improve upon our distance learning experience from spring 2020 by:

- Determining district-wide instructional priorities for 2020-2021 for English Language Arts (ELA) and math.
- Adopting new core curriculum for K-8 ELA and math with building leads appointed to coordinate with the district.
- Providing a pacing calendar that will anchor in the adopted curriculum and will be used in both brick-and-mortar and distant learning environments.
- Prioritizing synchronous instruction in the event distance learning becomes necessary, something we weren’t prepared to do in spring 2020.
- Establishing comparable levels of rigor between in-person and fully distant learning environments by using similar instructional approaches, particularly K-8.
- Launching a consistent approach to assessing learning loss and on-going progress.
- Maximizing instructional time to ensure ample time to accelerate and make up for COVID-related loss of learning.



- Streamlining our use of intervention materials to those that are the highest leverage.
- Adjusting our grading policy to ensure students and educators can focus on progression towards mastery.
- Ensuring school day schedules across all grade levels contain adequate time for core content, tiered supports, electives, and teacher collaboration, planning, and learning.

These changes respond to feedback from our constituents and also ensure that we are better prepared to offer higher-quality instruction across all learning environments—including fully remote—this fall than we were in the spring. Below, we outline our approach and beliefs before summarizing content-specific decisions.

### *Adopted Curriculum and Their Purpose*

Our 2020-2021 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; and 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 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.
- 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 SY20-21 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 SY20-21 and aligned, vendor-provided guidance to inform our pacing and prioritization.

### *Instructional Technology*

To support strong engagement with instructional materials, teachers, students, and their families will leverage an adopted districtwide Learning Management System (LMS) across learning contexts to access instructional materials (including videos), submit assignments, and receive feedback from their teachers. Active student engagement will be assessed through data collected on the LMS about the duration of student log-in and interaction/participation rate.

Synchronous remote classes will meet via Zoom. Our students have access to a variety of online digital platforms both to support communication with their teachers and peers virtually and to engage in online learning. The majority of our digital platforms can be accessed through Clever. A summary of digital



tools and products by grade band, with information about school-level availability and from whom to get support will be updated and published in the fall.

### *Multilingual Learners and 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 ELD into content instruction. Teachers who provide integrated ELD 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](#). 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 includes attention to the lesson's language demands, challenges, and opportunities.
- High-utility, cross-discipline academic language development as an instructional focus.
- Discipline-specific language development supports for all students.

In addition, all MLLs in Providence receive a daily period of dedicated ELD. All teachers who teach dedicated ELD in the district's ESL programs (K-12) are ESL certified. Teachers who provide dedicated ELD in the district's Bilingual/ Dual Language programs (PreK-5) are ESL- or Bilingual/Dual Language-certified. 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 and 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 ESL standards.
- The resources used for ELD instruction will prioritize alignment and coherence with Tier 1 curriculum.

Students in our Bilingual and Dual Language programs receive instruction in Spanish and English 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 available [here](#).

In order to ensure all students receive ELD services, teachers will document ELD services in the Ellevation platform. EL collaborative coaches (elementary), EL Coordinators (middle school), EL teacher leaders (high school), and MLL managers (district) will support teachers with tailoring, providing, and document such services across the distance and brick-and-mortar learning environments. Tracking ELD on Ellevation can be done daily or on a weekly basis, based on the teacher's preference. This [video tutorial](#) and these [written instructions](#) were provided to ELD teachers in the spring and will continue to be shared as resources for ELD teachers so they continue to log all ELD instruction on Ellevation.

To the greatest extent possible, we will directly mirror services in distance and brick-and-mortar contexts in order to ensure continuity for our students who elect full-time distance learning. For example, if a Multilingual Learner would typically receive push-in support from a dedicated ESL teacher during their ELA block in a brick-and-mortar learning environment, the student will continue to receive such support when engaged in synchronous distance learning. For example, the ESL teacher may support the student through a virtual break-out room to which the student is assigned in order to provide additional instructional support.

In order to ensure that all teachers of MLLs have a clear understanding of the district's dedicated ELD, Integrated ELD, and Bilingual/ Dual Language expectations during distance learning, the Office of Multilingual Learners will share review 2020-2021 guidance documents with all teachers of MLLs prior to the start of the school year.

The district acknowledges that communication with our MLL families is critical throughout the school year, but specifically during distance learning. 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 virtual environment.

Additionally, during July and August of 2020, the district will support Newcomer and SIFE students through the MLL summer program. The main goals of the program will be to minimize summer learning loss through targeted, daily ELD, literacy and math instruction; provide students with social-emotional support through onsite counseling services and daily participation in restorative classroom practices; provide enrichment opportunities that support learning; build student's confidence/ familiarity with online learning to better prepare them for distance learning in the fall; help students acclimate to U.S schooling; and help expand the Providence ESL teacher workforce by partnering with the Roger Williams University ESL certification program to provide over 70 teachers, the ESL practicum experience required for completion of their ESL certification.

### *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.
- Include equitable administration practices across distance and brick-and-mortar 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 of course 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. A summary of purposes by stakeholder and by assessment is available [here](#).

### *Acceleration of Learning: Addressing Unfinished Learning*

Note: Additional detail about supports for social/emotional needs, as well as RTI/MTSS processes, are described in the Student Culture and Wellness section of this guide.

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, PPSSD 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). This is in keeping with our goal of identifying maximum minutes possible for elementary literacy that includes both whole class and small group instruction, allowing us to provide interventions and supports that a) align to core instruction; b) do not supplant core instruction; and 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 K-8 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.

### ***Content-Specific Priorities, Resources, and Programming***

In order to ensure comparable levels of rigor across multiple learning environments while also ensuring online curriculum is appropriate, research-based, and used in a manner that is fair and compliant with copyright requirements, as much as possible PPSD plans to utilize online resources associated with its adopted curriculum in ELA, humanities, and math. In instances when PPSD either has not recently adopted a new curriculum or its newly-adopted curriculum does not provide aligned and comparable online resources, PPSD network leaders will ensure comparability of resources across in-person and distance learning as well as compliance with copyright regulations.

<b>ELA, Humanities and ELD</b>	
2020-21 Instructional Priorities	<ul style="list-style-type: none"> <li>● [K-3] Master foundational skills in order to meet grade-level expectations in reading foundational standards and become fluent readers. <ul style="list-style-type: none"> <li>○ <i>Therefore, RF.1, RF.3, and RF.3 as well as RF.4 are priority standards for this grade band.</i></li> </ul> </li> <li>● Read and grapple with culturally relevant, complex text and its rich language, including vocabulary and syntax, in order to understand its meaning and ideas. Texts should collectively offer both mirrors of students' own experiences and identities, and windows into the experiences and identities of others.</li> <li>● Build knowledge through reading widely about specific, meaningful topics.</li> <li>● Write and talk about what they are reading, with a focus on peer-to-peer discourse and descriptive feedback across in-person and remote settings, such that students express their knowledge and ideas with increasing clarity and sophistication.</li> <li>● Attend to students' social, emotional, and academic development through reading, writing, listening, and speaking experiences.</li> <li>● <i>The standards that most closely reflect these priorities are RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9.</i></li> </ul>

Core Resources	<p><b>ELA and Humanities</b></p> <ul style="list-style-type: none"> <li>● K-5: American Reading Company (ARC).*</li> <li>● 6-8: American Reading Company (ARC).*</li> <li>● 9-12: School-based curriculum until next District curriculum adoption cycle</li> </ul> <p>*ARC is fully available in Spanish and will be used in our bilingual and dual language classrooms.</p> <p><b>ELD</b></p> <ul style="list-style-type: none"> <li>● K-5: American Reading Company (ARC) units of study, Imagine Learning, Learning A-Z.</li> <li>● 6-8: Cengage for dedicated ELD, with Imagine Learning and Rosetta Stone as additional resources.</li> <li>● 9-12: Cengage for dedicated ELD, with Imagine Learning and Rosetta Stone as additional resources.</li> </ul> <p>*The design of the ARC and Cengage curriculums and the additional personalized learning resources will allow us to address and build from each multilingual student's specific level of language proficiency.</p>
Assessing Students Learning, Progress, and Loss	<p><b>Back-to-school assessment of learning loss</b></p> <ul style="list-style-type: none"> <li>● To prepare for success in K-2 reading foundations, back-to-school instructional assessments should identify where students are in their learning progression using short but meaningful and targeted assessments.</li> <li>● Reading comprehension does not require a standards-based assessment at re-entry; rather, teachers should identify what vocabulary and background knowledge students will need for success in <u>unit one</u>.</li> </ul> <p><b>On-going assessment of learning progress</b></p> <ul style="list-style-type: none"> <li>● Daily curriculum-embedded assessments, including ARC IRLA administered in accordance with vendor guidance.</li> <li>● 3x per year administration of the computer-adaptive STAR diagnostic assessment, administered in accordance with vendor guidance.</li> <li>● Statewide screeners, summative assessments (RICAS), college entrance exams, and targeted assessments for students receiving special services (e.g., ACCESS), administered in accordance with RIDE guidance.</li> </ul>
Addressing Unfinished Learning	<p><b>K-2 Reading Foundations</b></p> <ul style="list-style-type: none"> <li>● It is critical that students learn reading foundations coherently and completely. Missed content from spring 2020 must be taught in fall 2020.</li> <li>● Students must continue to learn coherent reading foundations, which will require tight use of a curriculum with support to make the content available in various settings to students.</li> </ul> <p><b>K-12 Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>● All students should progress to their next grade level in reading comprehension and begin the first unit with their peers.</li> </ul>
Interventions and Remediation*	<ul style="list-style-type: none"> <li>● K-5: Schools will offer intensive programs such as SIPPS and Wilson Foundations as interventions for students who need support beyond what is embedded in the core.</li> <li>● 6-12: Schools will offer Reading Plus, an adaptive literacy intervention that develops fluency, comprehension, and motivation to help students become successful readers.</li> </ul>

Mathematics	
2020-21	<ul style="list-style-type: none"> <li>● Focus on the major work of the grade.</li> </ul>

Instructional Priorities	<ul style="list-style-type: none"> <li>Knowing there will be gaps, prioritize the mathematical practices.</li> <li>Develop conceptual understanding that will lead to fluency and application.</li> <li>Engage with content standards along a coherent learning trajectory including prior grade content to support the learning of current grade level major work when relevant and including adaptations to the current grade-level content to utilize time to focus on the major work.</li> </ul>
Core Resources	<ul style="list-style-type: none"> <li>K-5: Eureka in Sync.</li> <li>6-8: Illustrative Mathematics.</li> <li>9-12: School-based curriculum until next district curriculum adoption cycle.</li> </ul>
Assessing Students Learning, Progress, and Loss	<p><b>Back-to-school assessment of learning loss</b></p> <ul style="list-style-type: none"> <li>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 <u>unit one</u>, not the entire previous grade level. <a href="#">Mini-assessments</a> focused on the major work of the grade should align to priority standards.</li> </ul> <p><b>On-going assessment of learning progress</b></p> <ul style="list-style-type: none"> <li>Daily curriculum-embedded assessments.</li> <li>3x per year administration of the computer-adaptive STAR diagnostic assessment, administered in accordance with vendor guidance.</li> <li>Statewide screeners, summative assessments (RICAS), college entrance exams, and targeted assessments for students receiving special services, administered in accordance with RIDE guidance.</li> </ul>
Addressing Unfinished Learning	<ul style="list-style-type: none"> <li>Students can progress and succeed in essential grade-level learning without having mastered all of the previous grade-level content.</li> <li>Remediation should be embedded with the grade-level content, no more extensive than necessary, and taught in conjunction with aligned grade-level content rather than front-loaded.</li> </ul>
Interventions and Remediation*	<ul style="list-style-type: none"> <li>K-5: Eureka intervention resources.</li> <li>K-12: Khan Academy, an interactive math program which aids students in closing gaps and accelerating learning.</li> </ul>

\*Beyond the intervention and remediation resources described here, students in need of intervention will receive targeted instruction at the frequency, duration, and intensity to meet their individual needs, including as described in IEPs.

While group size and staffing for interventions will vary based on the needs of the specific students as well as guidance from vendors on program implementation, we will prioritize content expertise in the area of need in our delivery of interventions per RIDE guidance. As one example our flexible learning blocks (e.g., WIN) provide a natural opportunity for students to receive intensive support from specialist staff (e.g., special educators) as needed. More information can be found in the [Intervention and Remediation section](#) of this guide.

For our students engaged in brick-and-mortar learning who receive support from ESL, Bilingual/ Dual language or special education teachers per their individual needs, the students will receive in-person instruction from the relevant support teacher(s). While support teachers will not pull students from different sub-cohorts into the same physical space for small group instruction unless it is possible to do so with physical distancing per RIDE's guidance, they may pull students with similar needs from different sub-cohorts into the same virtual group (e.g., Zoom) during flexible grouping times such as literacy small

group time or WIN. Similarly, for our students enrolled in the virtual academy, educators will pull students in virtual small groups or 1:1 during flexible grouping times.

### *Extended 2020-21 School Day*

In order to ensure that our students can access the grade-level learning represented in these priorities and curricula, the district will work with our labor partners to extend the 2020-21 school day. The extended day will not be for wholesale review of content from last year, but rather allows us to add instructional time to the pacing of each unit in order to engage in “just in time” frontloading of critical knowledge and skills for that specific unit that students may have missed due to interrupted learning in the spring. In addition, the extended day allows us to ensure appropriate safety protocols take place during the day without sacrificing learning time.

### *Preparing and Delivering Instruction in High Schools*

In SY 20-21, PPSD’s instructional focus at the high school level will be 9th grade. PPSD will implement freshmen academies focused on building a culture of high expectations for student success, and where students are empowered to take responsibility for their learning. Specifically, PPSD will establish and provide training for the role of the advisor, schedule students with a consistent set of peers and teachers, and work to provide common planning time for teacher teams that share the same sub-cohort of students. More information on these and other student support structures can be found in the Student Culture and Wellness section of this guide.

### *Grading, Report Cards, Attendance, and Promotion*

It is important that we balance high academic expectations with high support for students as we embark upon the “new normal” of the 2020-21 school year. Therefore, the modified grading policies that were put into effect during the emergency transition to distance learning during spring 2020 are not in place for the 2020-21 school year. In grades K-5, we will continue to track attendance and engagement, and also resume standards-based grading. In middle and high school, we will track attendance and engagement and implement the [fair grading practices](#) provided by Stand for Children:

- Only grades are A, B, C, and Incomplete.
- When a student earns an “incomplete”, the teacher is responsible for creating a plan for the student’s completion of the course.
- Minimum grade of a 50%.
- Late work accepted with no penalty.
- Re-takes encouraged, and the highest grade accepted.

Grading expectations will be the same for distance and for brick-and-mortar school. Report card and other progress reporting cadences will also be the same across both modes, although family/teacher meetings about student progress will take place through videoconference or phone rather than in person during moments of distance learning. To ensure strong student and family communications and frequent use of data to drive instruction, grades will be submitted on a monthly basis at a minimum. Calendars for progress reports and grading periods for each grade band can be found [here](#).

High rates of attendance and engagement are a prerequisite for student learning and well-being.



- **Tracking:** In the brick-and-mortar setting, staff should continue to record daily attendance and engagement using the approach and systems utilized last year. In the Virtual Academy, attendance will be taken every academic class period through a “check in.” The check in, defined as being “engaged with the assigned material during the class period,” could be measured by the teacher in a variety of ways, including a) a question asked in Google Forms / Classroom, b) online participation, and c) completion of the classwork. Attendance will be about completion, not mastery.
- **Engagement:** Active student engagement will also be assessed through data collected on the LMS on the duration of student log-in and interaction/participation rate. Assignment submission, online discussion participation, and initiation of contact with the teacher about a class will also be tracked.
- **Incentives:** As detailed in the Student Culture and Wellness section, students will earn incentives for attendance.
- **Daily communication:** To make sure that all stakeholders are in the loop re: attendance, schools will communicate daily attendance as follows:
  - Call home by 10am to confirm that a student is absent, ask the reason why, and if the issue seems manageable, encourage the family member/ caregiver to send the student to school.
  - Send an all-staff email identifying the students who were absent and the reasons why.
- **Accountability:** Policies holding students and families accountable for attendance will remain in place from last year, and apply to both in-person and remote settings.
- **Performance management:** School leadership teams will analyze and respond to attendance data 1x/ month.
  - Leadership teams should consult a report that illustrates rates of attendance whole school, and then by subgroup (e.g., grade level, race, special services status, FRL), both as trends over time and by comparison with other schools at the same grade levels
  - In discussing the data, leadership teams will use this protocol:
    - What bright spots do we notice?
    - What trends concern us?
    - For the trend that concerns us most, what is the likely root cause?
    - What can we do in response?
    - What is our goal for next month?

PPSD plans to align attendance policies with state guidance upon their release and will communicate any updates with staff and families. For more information about attendance (e.g, including incentives for students and our interventions in response to high rates of absenteeism), see the Student Culture and Wellness section of this guide.

All students will be promoted to the next grade level with their peers unless retention is desired by the student’s family and recommended by his or her teachers. At the high school level:

- We will utilize key data in an early warning indicator system.
- We do not anticipate any changes to our policy on high school credit accumulation that will impact promotion or graduation requirements. Specific guidance on credit accumulation will be published and shared with families by August 17.

### ***Remediation and Intervention: Intervention Beyond The Core***

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 distance school, brick-and-mortar school, or hybrid school. Intervention resources beyond those described above include:

- **PreK:** At the Early Childhood Level, all schools with PreK will be utilizing the Creative Curriculum which is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Depending on the classroom demographics, teachers use the basic Creative Curriculum, the Spanish Edition Creative Curriculum or the Dual Language Creative Curriculum. It is a whole-child approach to education where children develop not only math and literacy skills but also the 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 the district PreK classrooms. It is an authentic observation-based assessment tool that documents a student’s progress over time on thirty-eight objectives for development. Teaching Strategies Gold is the assessment tool that special educators and teams use to determine entry and exit criteria.
- **Students with IEPs:** At all grade levels, students with special needs will also receive the specially designed instruction and supports outlined in their IEPs, per the below guidance.
- **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.

### ***Special Education Services for Differently-Abled Students with IEPs***

Special educators and related service providers documented services and progress on Individualized Distance Learning Student logs from March 23 - June 18 and during the extended school year program June 25 - July 30. Each log provides extensive notes regarding service delivery, progress towards goals, and follow-up notes. These logs have been uploaded into each student’s digitized file in PowerSchool

Special Programs. IEP teams and families will continue to meet virtually to conduct annual review meetings, discuss progress, and reflect on evolving needs. In partnership with families, each IEP team will determine which services were not possible during the spring semester and determine how services will be provided and adjusted in the fall.

Eligibility determinations and evaluation review meetings will continue throughout the summer and at the beginning of the school year. The K-12 teams have developed a process to begin in-person evaluations during the summer months and during the school year (if possible). The PreK evaluation team will continue to meet remotely with families and evaluate via distance learning.

Upon return to in-person instruction, progress will be reviewed with each IEP team, and service delivery and programs will be adjusted according to the evidence that is presented with formative assessment results, evidence of progress via the school year and extended school year logs, and parent feedback. All students who are differently abled will receive aligned services in the unique scenarios they face. As much as possible, teachers will ensure students who are differently-abled access grade-level learning with their peers.

The Office of Specialized Instruction and Services will continue to contact families via phone and in zoom meetings to inform families of the process. Additionally, parents may contact the office by phone or via [specialservices@ppsd.org](mailto: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.

To the greatest extent possible, we will directly mirror services in distance and brick-and-mortar contexts in order to ensure continuity for our students who elect full-time distance learning. For example, if a student's IEP indicates push-in support from a special educator during her ELA block in a brick-and-mortar learning environment, the student will continue to receive such support when engaged in synchronous distance learning. For example, the special education teacher might call the student during the independent work portion of the block, post specific messages or feedback to the student during instruction, or join a virtual break-out room to which the student is assigned in order to provide additional support with the task.

Roles and responsibilities for serving special education students are described in Appendix 2.

### ***Teacher and Student Groupings under PPSD's Instructional Continuity Model: Sample Schedules***

Our guiding principles and teaching and learning priorities are evidenced in our schedules, which have been crafted to reflect our aspirations for student learning and wellness, to attend to the needs of our educators, and position us to respond flexibly to changing health conditions which might necessitate changes to schedules. Specifically, our proposed schedules respond to staff feedback by including:

- Adequate time to roll-out the district's new curriculum.
- Time for electives, which both promotes whole child exploration and provides time for core content teachers to prep and plan.
- Designated teacher collaborative plan time.

In order to minimize risk of infection, students who participate in brick-and-mortar learning in grades K-8 will remain in stable groups throughout the day, with their subject-specific teachers (including support teachers such as ELL and SpEd) moving from classroom to classroom while the students for the most part remain in their designated room. Stable groups will be heterogeneous as opposed to based on levels of performance, special population status, etc.

***Sample Full and Partial Reopening Schedules:***

*Please note - these schedules are sample and may change from school to school and within schools. Schools will have their own complete schedules by the start of the year.*

<b>Full and Partial Reopening: Elementary School</b>	
8:30-8:35	Teacher arrival + admin-supervised student arrival
8:35-8:40	Teacher-supervised student arrival / Welcome
8:40-8:55	Breakfast in the classroom/SEL activity
8:55-9:10	Morning meeting
9:10-9:40	American Reading Company: Read/Write/Discuss Complex Texts
9:40-9:55	Bathroom break
9:55-10:15	American Reading Company: Readers Workshop (includes small groups*)
10:15-11:00	American Reading Company: Small groups/ELD
11:00-11:30	American Reading Company: Writing/Humanities/Science (includes small groups, science, social studies)
11:30-12:00	Lunch in the classroom (coverage provided for classroom teacher)
12:00-12:30	Specials in the classroom (classroom teacher has prep period)
12:30-12:50	Recess
12:50-1:05	Bathroom break
1:05-2:15	Eureka Math: Concept development, student groups, debrief
2:15-2:45	Eureka Math: Number sense, fluency, application
2:45-3:00	Teacher- and admin-supervised student dismissal

*\*Small group instruction includes reading foundational skills using American Reading Company's Foundational Skills Toolkit.*

<b>Full and Partial Reopening: Middle School</b>	
8:30-8:40	Teacher arrival + admin-supervised student arrival
8:40-8:45	Teacher-supervised student arrival / Welcome
8:45-9:42	Humanities Part 1: ELA Core

9:42-10:39	Humanities Part 2: Social Studies
10:39-11:36	ELD/What I Need
11:36-12:06	Lunch and Recess
12:06-1:04	Electives
1:04-2:02	Math
2:02-3:00	Science
3:00-3:10	Teacher-supervised student dismissal
3:10-3:25	Teacher transition/Prep

Full and Partial Reopening: High School	
8:30-8:40	Teacher arrival + admin-supervised student arrival
8:40-8:45	Teacher-supervised student arrival / Welcome
8:45-9:30	ELA
9:34-10:19	Math
10:23-11:08	Science
11:12-11:58	ELD/Elective 1
12:01-12:31	Lunch and Break
12:34-1:20	Advisory/Elective 2
1:24-2:10	Social Studies
2:14-3:00	World Language (e.g., Spanish 1)/Elective 3
3:00-3:10	Teacher-Supervised Student Dismissal
3:10-3:25	Teacher Transition/Prep

**Sample limited reopening schedule:**

Limited Reopening: 3rd grade (A Day in Person)	
8:30-8:35	Teacher arrival + admin-supervised student arrival
8:35-8:40	Teacher-supervised student arrival / Welcome
8:40-8:55	Breakfast in the classroom/SEL activity
8:55-9:10	Morning meeting
9:10-9:40	American Reading Company: Read/Write/Discuss Complex Texts

9:40-9:55	Bathroom break
9:55-10:15	American Reading Company: Readers Workshop (includes small groups*)
10:15-11:00	American Reading Company: small groups/ELD
11:00-11:30	American Reading Company: Writing (includes small groups, science, social studies)
11:30-12:00	Lunch in the classroom (coverage provided for classroom teacher)
12:00-12:30	Specials in the classroom (classroom teacher has prep period)
12:30-12:50	Recess
12:50-1:05	Bathroom break
1:05-2:15	Eureka Math: Concept development, student groups, debrief
2:15-2:45	Eureka Math: Number sense, fluency, application
2:45-3:00	Teacher- and admin-supervised student dismissal

\*Small group instruction includes reading foundational skills using American Reading Company's Foundational Skills Toolkit.

Limited Reopening: 3rd grade (B Day Remote)	
8:40-9:10	Breakfast/virtual morning meeting (synchronous)
9:10-10:15	American Reading Company (asynchronous assignments or synchronous instruction/support)
10:15-11:00	American Reading Company/ELD (asynchronous assignments or synchronous instruction/support)
11:00-12:00	Lunch and recess (asynchronous)
12:00-12:30	Specials (asynchronous)
12:30-1:00	American Reading Company (asynchronous assignments or synchronous instruction/support)
1:00-2:15	Eureka Math (asynchronous)
2:15-2:45	Eureka Math (synchronous)

Note that on remote days in the limited reopening scenario, synchronous instruction will be prioritized for K-2 students, while students in grades 3-10 will have primarily asynchronous instruction, with synchronous SEL touchpoints (e.g. virtual morning meeting) and some moments of synchronous instruction (e.g. in math) and/or small group support (e.g. in ELA). Multilingual students will continue to have ELD and other services, and supports (e.g. speech, special education) will continue to be provided on remote days. In grades 11 and 12, in the limited reopening scenario, students have fully remote, primarily synchronous instruction.

### ***Scheduling Response to Changes in Health Conditions: Resurgence Planning Alternative Scenarios***

For partial reopening in grades K-5, there is no change from full reopening, per RIDE guidance. In middle school under partial guidance we will maintain stable groups; operating on a hybrid A/B schedule will reduce the size of those stable groups and facilitate social distancing. In high school, similarly, we will

only have 50% of students on campus at a time and will operate on a hybrid A/B schedule. However, we will not maintain stable groups given the greater diversity of scheduling needs and course offerings at the high school level. Given that only 50% of our students will be on campus at a time, six feet of distance between students will be achievable in most instances. In addition, middle and high school students will have a phased return to in-person learning, such that 6<sup>th</sup>- and 9<sup>th</sup>-grade students return on the A/B schedule first. Other grades will initially engage in full-time distance learning, and will gradually return to campus on the A/B schedule until the 50% threshold is reached with the full complement of 6-8 and 9-12 students. The schedule for remote learning days will mirror the schedule for in-person learning days.

In limited reopening, for grades K-8, students will remain in stable groups in classrooms, and subject-specific teachers and support providers will rotate while maintaining distancing and masking, or else provide instruction virtually, as they do in full and partial reopening. The difference is that the stable groups are smaller – up to 15 students, rather than up to 30. This is made possible by moving to an A/B hybrid schedule for K-5 as well such that only ~50% of students are on campus at a time.

In high school, for limited reopening, given the difficulty in creating stable groups due to unique scheduling needs, we will operate at 25% capacity such that physical distancing can be maintained. Students in grades 9 and 10 will attend on an A/B hybrid schedule, while students in grades 11 and 12 will be fully remote. The schedule for remote learning days will parallel the schedule for in-person learning days.

More detail on grouping to support students with unique learning needs is provided in the Tiered Supports section of this guide.

A shift in public health conditions necessitating a shift in model (e.g. full to partial, partial to limited) *once the school year has begun* may require a pause in brick-and-mortar instruction in order to reroute transportation and make other operational shifts necessary to meet the relevant parameters.

### ***Staff Supports and Preparing for Delivering Instruction***

In order to achieve the ambitious aspiration of reopening with excellence and then becoming a model school district in which every student can receive a world-class education, PPSD must respond to its educators' requests for more support, training, and capacity building. Consistent with research substantiating that teacher quality is the number-one predictor of student outcomes, we established building world-class talent as one of the three pillars of our Turnaround Action Plan. Building a world-class teacher and principal workforce requires immediate action and a substantive investment in attending to the adult learning, wellness, and technical support needs of our educators and staff.

To address our staff's need for more supports and trainings, PPSD intends to:

- Work with labor partners to offer a five-day “Reopening Strong” Summer Institute including three days of district-wide professional development and two days of principal-led professional development at school sites.
- Continue job-embedded supports during the school year.
  - Adjust the school-day schedule to enable weekly grade-level, content-specific collaborative plan time, or professional development during early release.



- Strategically leverage RIDE’s new statewide calendar to offer regular opportunities for job-embedded and content-specific training.
- Provide centralized guidance to support school-level implementation of the new curriculum, described above.
- All teachers implementing the newly adopted curriculum will be trained in the summer) to support effective implementation.
  - The training will encompass both in-person and remote delivery, using the digital resources provided with the curriculum.
  - This training will initiate during the summer and continue throughout SY20-21 leveraging the eight professional development days in RIDE’s calendar.
- In addition, we will leverage the coaching and support services provided by American Reading Company as part of our curriculum implementation package to execute this work in ELA, ELD, and social studies.

### ***Professional Learning: “Reopening Strong” Summer Institute***

In a recently fielded survey, more than 1,000 staff express hunger for additional training to support fall 2020 reopening. Staff particularly want:

- Supports to implement strong student safety, social, emotional, and mental health wellness and culture, including trauma-informed instruction, social and emotional learning strategies, mental health counselling, and restorative justice
- Technology training including on learning management systems, learning platforms, and student and family supports
- Training on instructional strategies to deliver remote and hybrid learning with excellence. In our recent survey we learned that this spring, less than 2/3 (62%) of staff reported having access to professional development opportunities to improve their practice of synchronous and asynchronous instructional delivery.

To respond to this staff feedback and the unique context of the fall 2020 reopening, PPSD will work with its labor partners to offer an expanded set of summer training opportunities before the school year starts.

A three-day district-wide training will be focused on:

- Team-building and connection: Attending to educators’ social-emotional wellness, cultivating their sense of belonging, and responding to the trauma they have experienced.
- Preparing for a safe and strong reopening and rigorous distance learning: 100% of staff can follow health and safety procedures.
  - Teachers and school leaders will analyze and prepare to implement health and safety procedures.
- Utilizing the online learning platforms and LMS we have selected to use for the 20-21 school year.
  - Teachers and school leaders will analyze, practice, and model use of effective synchronous and asynchronous sessions and assignments and be prepared to implement with students on day one.
  - Teachers and school leaders will model effective virtual collaboration (e.g. discussion boards, Flipgrid, Peardeck, etc).

- Teachers and school leaders will be able to access all training materials in our LMS.
- Technical capacity-building: Though we currently expect to return in-person, we also recognize that the 2020-2021 school year could include moments of hybrid and distance learning. As such, we will provide training in the tech tools that we will believe will provide continuity between learning environments and also support teachers to deliver distance learning.
- Ensuring a safe and supportive culture and climate: 100% of staff will promote a joyful, engaging, and safe student culture.
  - Teachers and school leaders will analyze and prepare to implement refined socio-emotional supports, learning, and trauma-informed practices in order to support scholars' re-entry to school post COVID-19.
  - Teachers and school leaders will be prepared to implement SEL lessons in the first week of school.
  - Teachers and school leaders will plan, practice, and be prepared to implement whole school and classroom routines

See the schedule below for a day-by-day look at the training sessions:

Day 1	Day 2	Day 3	Days 4-5
Welcome and overview  Vision, norms, and team building  Health and safety 1  Health and safety 2  Ops: Professionalism and Communication  Ops: online safety, SIS, attendance, assessment and grading	Vision, norms, and team building  Student culture 1: meeting SEL needs  Student culture 2: building student relationships in service of culturally-responsive education  Student culture 3: classroom routines  Transitional instruction (first week of school)	Vision, norms, and team building  Distance learning 1: LMS and other tech tools  Sheltered Content instruction DOJ PD Session 1  Sheltered Content instruction DOJ PD Session 2  Distance-learning content-specific instructional strategies (grade band and content teams)	Principal-led PD in buildings, to include: <ul style="list-style-type: none"> <li>- Practice Day 1 lessons</li> <li>- Practice of routines and safety procedures (e.g., arrival, dismissal)</li> <li>- Time for classroom set-up</li> </ul>

Two notes on this schedule:

- All sessions will address both an in-person learning environment and a virtual learning environment. Most sessions will be divided up by academy level and will include school break-out opportunities.
- While the above schedule is focused on instructional staff, role-specific training will also be provided to non-instructional staff such as nurses, counselors, and special service providers.

*Professional Learning: Additional professional development this summer*

PPSD will supplement the three days of district-wide professional development with more targeted development specific to teachers' grade levels, content, and school context. This additional training will include:

- Two days of principal-led PD in buildings, to include:
  - Time to practice Day 1 lessons and get feedback.
  - Practice of routines and safety procedures (e.g., arrival, lunch, classroom entry, dismissal).
  - Time for classroom set-up.
- Math content-specific training for K-8 teachers and ELA specific training for K-8 teachers in ARC. These trainings will focus on building content-specific instructional strategies, with the following goals:
  - 100% of staff will be prepared to implement rigorous, aligned, and culturally relevant curriculum in all classrooms.
  - 100% of teachers will be prepared to implement sheltered content instructional strategies into core content instruction that scaffolds instruction up to grade-level standards for multilingual learners.
  - 100% of staff will deepen knowledge, skills, and mindsets needed to implement anti-racist education.
- Training specific to novice and new to PPSD teachers.
- To accommodate the unique needs of specific educators and staff, we will attempt to provide additional or differentiated supports to:
  - Ninth-grade academy teachers and leaders.
  - Teachers at the district's virtual academy (K-12) who need training specifically related to instructional best practices for distance learning, in addition to the relevant curriculum training and the district-wide training for their content and grade band.

### *School Year Learning Structures*

During the school year, staff will engage in professional learning on eight days throughout the year per RIDE's calendar. The eight statewide professional development/distance learning days are on September 21, October 19, November 16, December 14, January 25, March 15, April 12, and May 17. Professional development on those days will typically include a half-day of district-led learning and a half-day of school-directed learning in service of the goals described above, continuing the series launched during summer. We will prioritize content selection based on public health conditions. For example, in the event of resurgence, we will prioritize providing the full distance learning series to all teachers.

In addition to ensuring school-based professional development, we will also provide staff with technical support to facilitate distance learning.

- The PPSD end-user support model is centralized through the PPSD IT help desk for all PPSD staff members.
  - Student and parents contact their associated school staff if they require support.
  - If the school staff 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](mailto:help@ppsd.org)

- Phone: 401-456-9142
- Hours: 8:00am-4:30pm
- IT 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 PPSD IT 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.

### *Staff Wellness*

In PPSD's recent stakeholder survey, we assessed the well-being and needs of staff (teachers, admin, specialists, non-certified) and learned that staff and leaders felt largely supported and connected during school closure:

- Leaders: 85% of leaders feel somewhat supported or supported by their district/school, with 7% feeling not at all supported. 90% felt connected to their school and/or district community. 72% received timely support when requested.
- Staff: 72% of staff feel supported or very supported by their district/school with 5% feeling not at all supported. 71% of staff felt connected to their school community. 75% of staff received timely support when requested.

During the 20-21 school year, we seek to build on this early strength and deepen our social-emotional resources and wellness programming for our team of staff, educators, and school leaders. Specifically, we will:

- Embed wellness and adult SEL opportunities in our weekly staff meetings, modeling them district-wide at our Summer Institute RIDE professional learning days.
- Continue the Employee Assistance Program to increase employee awareness of self care and services and supports available through the Employee Assistance Program contract.
- Increase expectations for school leader to staff communications.
  - Principals will be expected to establish and communicate these systems (e.g. email, phone, virtual office hours, google doc with parking lot, Slack, etc.) with their school team.
  - This includes a direct communication channel for staff to communicate mental health concerns to their principal.
- Through our new network leader structures, we will prioritize holding each principal accountable for leading staff culture effectively using a common staff culture walkthrough tool and practices, an example of which is [here](#), as well as practices such as weekly memos that seek to build connections and positive staff culture, highlight priorities, and ensure that staff members are aware of key action steps and information they need to do their job effectively.
- Continue our contract with the Coastline Employee Assistance Program to provide resources for staff self-care.
  - The contract includes but is not limited to benefits such as access to monthly, professional development sessions, small support groups following a crisis or in preparation of an expected crisis, mental health counseling, and access to web-based support and resources.

- The Employee Assistance Program has an interactive website that offers the opportunity to create a confidential profile to access wellness tools, including courses, assessments, calculators, videos, and articles covering a range of topics; monthly webinars recorded and available anytime on work/life topics; and virtual scheduling for mental health counseling services. These resources are available to staff and their family members. Please see the website flyer [here](#).
- Contract with community partners such as Family Service of RI and the Children's Youth Cabinet have provided self care modules for staff from schools enrolled in the school-based mental health collaborative. The Department of Social-Emotional Services plans to continue to contract with community providers to continue to deliver self-care professional development opportunities for staff. The process for vetting and developing a contract with community partners for SY 20-21 is underway, contingent on funding.

### ***Family Communication***

For a detailed explanation of family communication structures regarding instruction as well as other topics, please refer to the Family and Community Engagement section of this guide.

## **7. Student Culture and Wellness**

### ***Social-Emotional and Mental Health Support***

Social-emotional learning (SEL) is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions (CASEL). Through a systemic approach to SEL, Providence Public School District cultivates a caring and equitable learning environment that promotes students' social, emotional, and academic growth as an integrated part of their school day, whether at home or in school. Providence Public School District is grounded in CASEL's five core competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. "Transitional Instruction" forms the foundation of Providence Public School District's plans to reestablish student and classroom culture through emphasizing relationships with students and is articulated below.

### ***SEL Practices***

In recognition of the increased trauma and stress students have experienced as a result of COVID-19, PPSD will dedicate increased time and focus on supporting school-based SEL practices. We will ground the school year in intentional reentry programming and then continue to build SEL competencies through on-going structures.

To launch the year well, we have partnered with The New Teachers Project (TNTP), a national nonprofit founded by teachers, to develop "transitional instruction," a series of lesson plans and supports to guide the first few days of 2020-21 at all schools. The goal of transitional instruction is to offer strong, responsive instruction from Day 1 that lays the groundwork for the rest of the year, with a special emphasis on:

- **Building Community:** All students and adults should have safe, comfortable environments to re-engage in instruction. Teachers and school leaders should understand the range of traumas students may have experienced as a result of the COVID-19 crisis and be ready to identify and

address resulting learning needs. This focus on community and social-emotional learning (SEL) in the first week is crucial to helping students reengage with the academic side of school.

- Responsive instruction: Instruction should be responsive to the learning experiences students have had (or not had) since schools closed without lowering the bar for rigor. Holding high expectations for all students is more important than ever.
- Laying the foundation: Instruction should focus on high-leverage instructional practices that lay the foundation for culturally responsive, academically rigorous, and meaningful school experiences—providing building blocks toward PPSD’s vision for excellent instruction over the long term.

These lesson plans align to several guiding principles:

- Support teachers to employ high-leverage instructional practices.
- Establish learning targets grounded in grade-level expectations.
- Establish norms for, and practice engaging in, academic discourse (e.g., accountable talk).
- Introduce cognitive routines that support the brain’s natural stages of information processing: input, elaboration, application.
- Establish routines that reinforce academic identity and self-directed learning.
- Create opportunities for students to have voice in establishing classroom culture.
- Elevate and emphasize specific SEL skills:
  - Self-awareness.
  - Self-management.
  - Social awareness.
- Build a learning community regardless of the method by which the lesson is delivered (e.g. in-person or distance learning).
- Avoid additional harm to students through curricular choices.

To sustain the momentum built during this transitional instructional period, students will engage in daily SEL/advisory meetings, which will be run synchronously during periods of distance learning.

- K-5: Students engage in a daily morning meeting that includes four parts: a greeting, a time for sharing, an activity, and a morning message.
  - This is a time for the class to come together, to greet one another before starting the day, to get to know one another better, to talk about things that are important to the classroom team, and to have fun.
  - Meetings are also a time for students to come together to brainstorm as a class and solve problems as a class, among other important things.
- Middle school: During distance learning, all students receive a weekly student or family wellness check-in via phone call or Zoom to identify student and family social-emotional needs and update on student academic progress.
- High school: Every student has one adult advisor who is chiefly responsible for their academic success and social-emotional needs. Each advisor has a caseload of approximately 12-18 students and conducts a case conference with each student at least once every five weeks. The advisor supports students through high school and to graduation, focused on ensuring that students are on-track for post-secondary success. School leaders can choose whether or not to maintain their advisory periods. Should a school choose to maintain their advisory period, the period can be used to conduct case conferences or implement a curriculum that aligns to foundational elements of high school and post-secondary success.

**Trauma-Informed Practices** We recognize that many of our students have experienced adverse childhood experiences, which are traumatic events occurring before age 18. These events include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, domestic violence, and other traumas, including exposure to a pandemic. Therefore, it is important to support and encourage universal use of trauma informed practices in the classroom i.e. establishing predictable routines and maintaining clear communication, prioritizing relationships and student well-being. In addition, staff will continue to be coached on the importance of observing and reporting changes in student mood and behavior by referring students to school-based teams to further assess student needs and connect students to appropriate Tier 2 or Tier 3 level interventions and support (i.e. check and connect, small group counseling etc.) Students in need of more individualized and specialized services to address mental and behavioral health needs will be referred to the school-based mental health collaborative or local community mental health agency with parent permission.

**Culturally Responsive Framework** - 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. 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.

**MTSS/RTI** - School teams will continue to follow the [MTSS policy](#) through continued operations of school-based data-based decision making teams (i.e. wellness team, targeted team, teacher support team, TQP etc).

- These multidisciplinary teams consist of a combination of stakeholders (i.e. school nurses, school social workers, psychologists, school counselor, administrators, deans of students, parents, students and community partners) delivering school-based counseling services.
- These teams have the following responsibilities:
  - Accept referrals for students exhibiting mental/behavioral health difficulties.
  - Use referrals and accompanying data to identify appropriate tiered interventions/supports, while also monitoring a student's response to intervention to determine increase, decrease or format of service.

The district will continue to utilize a universal social, emotional and behavioral screener to assess all PPSD students' social, emotional, and behavioral functioning. The screening is proposed to be completed twice during the school year. The information is used to inform student social, emotional, and behavioral interventions and supports.

During distance learning, we will maintain our existing Multi-Tiered System of Support (MTSS) or Response to Intervention (RTI) model established for academics and behavior. We especially seek to support students' regular academic engagement and attendance. We have adapted a Distance Learning



MTSS Framework, such as the one from the Minnesota Department of Education. For a more detailed description of the framework, please see [here](#).

### **Tier 1 - Universal Strategies for ALL Students**

#### **Data:**

- Classroom, aggregate building-level, and disaggregated student group building-level academic engagement and attendance.
- As a school, we set academic engagement expectations for students and create a communication plan to share with students and families.
- Determine criteria for students to be brought to the problem-solving team and moved from Tier 1 to Tier 2.
- Track data at the classroom and building level.
  - **Daily Contact Academic Engagement:**
    - Teachers must verify student academic engagement daily through a variety of strategies including: assignment submission, online discussion participation, initiating contact with the teacher about a class.
    - Daily communication between teacher and/or students who are not academically engaged. This could include phone calls, emails, or online face-to-face platforms.
  - **Daily Contact Attendance:**
    - As a school, set the attendance expectations for students and communicate them to students and families. If a student has not been in contact with any school personnel for two days, the problem-solving model should begin and the student moves from Tier 1 to Tier 2.
  - **Problem-Solving Team:** Once a student meets the criteria established above to move from Tier 1 to Tier 2, bring the student to the team to identify next steps and/or intervention.

**Tier 2 - Early intervention for students who need more support to avoid academic disengagement and chronic absences.**

#### **Data:**

- Classroom and building-level academic engagement and attendance; Tier 2 intervention by type, duration, and communication.
- Determine at what point in their academics a student can be brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3.
- Continue tracking data in the classroom and at the building-level, and begin tracking intervention data for every Tier 2 student.

#### **Daily Contact Academic Engagement:**

- Teachers must verify student academic engagement daily through a variety of strategies including: assignment submission, online discussion participation, initiating contact with the teacher about a class.
- Daily communication between teacher and/or students who are not academically engaged could include phone calls, emails, or through online face-to-face platforms.

**Daily Contact Attendance:**

- Daily communication between teacher and/or students who are not academically engaged. This could include phone calls, emails, or online face-to-face platforms.
- Determine how many absences a student can have before they are brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3. Length of intervention and number of days must be shortened given the structure of distance learning.

**Tier 3** - Intensive Support for students facing the greatest challenges getting to school and engaging academically.

**Data:**

- Classroom and building-level academic engagement and attendance; Tier 3 intervention by type, duration, and communication.
- Determine at what point in their academics a student can be brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3.
- Continue tracking data in the classroom, at the building-level, and begin tracking intervention data for every Tier 3 student.

**Daily Contact Academic Engagement:**

- Teachers must verify student academic engagement daily through a variety of strategies including: assignment submission, online discussion participation, initiating contact with the teacher about a class.
- Daily communication between teacher and/or students who are not academically engaged. This could include phone calls, emails, or online face-to-face platforms.

**Daily Contact Attendance:** Daily communication between teacher and/or students who are not academically engaged. This could include phone calls, emails, or online face-to-face platforms.

- Determine how many absences a student can have before they are brought up to the problem-solving team (PST) and moved from Tier 2 to Tier 3. Length of intervention and number of days must be shortened given the structure of distance learning.

Our new culture and equity specialist role will be responsible for supporting individual student and/or small virtual group social-emotional and school culture needs. The culture and equity specialist serves as a conduit among district leadership, school leadership teams, teachers, and the community, providing guidance and on-site support with implementing evidence-based, researched practices designed to improve school culture and attendance in alignment with the school's improvement plan. This individual will support mental health efforts by supporting schools with the implementation of a multi-tiered approach to supporting student needs utilizing a continuous improvement model: problem identification, problem analysis and barrier identification, action planning and implementation, and progress monitoring and evaluation to address student concerns. The culture and equity specialist will improve student achievement by helping to create a restorative, culturally responsive, and collaborative environment in schools.

**Mental Health Supports**

**Mental health liaison:** Providence Public Schools has identified **Dana Benton Johnson** as its mental health liaison who will work with the district, RI Department of Health, and community partners.

**Targeted services and supports for mental health:** PPSD will continue to finance and contract for the School-Based Mental Health Collaborative (SBMHC) to support youth mental health and well-being. The SBMHC is a partnership between PPSD, Children’s Youth Cabinet (CYC), and Family Services of Rhode Island (FSRI) and is operational in 31 schools across the district. The Providence Center, Inner You Inc. and FSRI provide master level clinicians that deliver individualized mental health counseling services to students on-site at participating schools, with guardian permission. PPSD aims to increase the number of schools operating SBMHC programming to at least 36 schools. In addition, PPSD will also continue to partner with DCYF and FSRI to promote and streamline referrals for interested families to the Family Care Community Partnership (FCCP). The Family Care Community Partnerships (FCCPs) are the Department of Children, Youth and Families’ primary prevention resource for the state. DCYF recognizes that all families struggle from time to time and need support ranging from basic needs to bridging family rifts with the overarching goal to increase the overall wellbeing of families. FSRI is the provider for the Western Urban Core, which services Providence and Cranston, contingent upon funding.

**Additional social-emotional resources for re-entry:** This summer Project AWARE funding will be utilized to operate a workgroup facilitated by district school social workers and psychologists focused on increasing access to social-emotional resources and activities for students, staff, and families, during re-entry and beyond. The workgroup will assist in reviewing existing resources and researching newly identified social-emotional resources and activities for use at re-entry. The group will use this data to update the district social-emotional distance learning resource guide, create guidance on creative ways for schools to offer social-emotional support (i.e. parent virtual coffee hours) and create an exemplar google site with guidance for cloning the site for use at the school level. In addition, some schools have identified and adopted other social-emotional learning programs implemented at the Tier 1 level to support social-emotional development and well-being.

### *Joyful, Engaging, and Safe School Culture*

In order to build a joyful, engaging, and safe student culture, all schools will implement a set of practices to ensure students build and sustain relationships within their virtual learning space, classes and school community. These practices are designed to provide as much continuity as possible as students move between brick-and-mortar and distance learning settings and help to reestablish student and classroom culture through emphasizing relationships with students and parents. In both settings, we have an obligation to ensure our students’ physical and emotional safety.

**Rituals and Routines:** Clear, consistent rituals and routines during distance learning provides important structures for supporting learners, especially those dealing with trauma and stress at home due to the broader impacts of the COVID-19 crisis. Consistent routines that focus on joy, positivity, and community help students continue to advance their learning despite the stress that might be impacting their families. Providence Public School District has adapted its school culture rituals and routines from Rocketship Public Schools’ guide to building school culture.

- **Morning principal announcements:** These synchronous and asynchronous messages provide key updates and an inspired start to each day. They may be led by other staff with a rotating set of topics.

- **Town halls and virtual assemblies:** With the reduction of face-to-face interactions, full school virtual assemblies create opportunities to bring all students, staff, and families together to create a shared experience that strengthens school culture, reinforces your school values, and builds community. Some key elements of virtual assemblies include:
  - *Opportunities to celebrate and recognize success:* Highlight students, teachers, and families to reinforce student achievement, values, and school culture.
  - *Focus area for the week:* Introduce a topic or build on a previous initiative to meet the current needs of the community. Create a sticky headline and think through the aligned teacher and student actions to be reinforced throughout the week with clear examples.
  - *Capture moments throughout the week:* Have teachers, students, and families collect and share pictures of students engaging in all settings throughout the week. These become a crucial part of shared time together.

We use Zoom to engage as many families as possible. Students and families can follow along with creeds, dances, and celebrations at home and can interact by typing into the chat box.

- **Classroom morning meetings / advisories:** Systems such as classroom morning meetings and advisories create strong, proactive support systems for students to develop academically, socially, and emotionally and connect with an adult who can act as their mentor or advocate. When firmly established in a brick-and-mortar setting, they can transfer seamlessly to the distance learning setting. They perform a number of functions, including: 1) allowing students to prepare for the school day ahead of them; 2) creating a sense of community between students and with a trusted adult; 4) reflecting on issues of concern impacting the school and greater community; 5) explicitly teaching communication and social skills.
- **Student clubs and distance learning extra-curricular opportunities:** These staff-sponsored clubs foster student engagement and create opportunities to highlight student interests during distance learning.
- **Optional virtual activities:**
  - *Lunch meetings* provide another opportunity to create consistent routines just as students had during their typical school day. We tap into the expertise of our staff to lead synchronous or asynchronous activities such as community cooking, yoga breaks, or mini-science experiments.
  - *End-of-day or end-of-week closing meetings* also help build consistency and help close out the school day or week with consistency and on a fun and inspiring note.

**School Culture Expectations:** At Providence Public School District, school culture results not just from clear rituals and routines informed by practice, but common expectations for observable behavior and the structures to reinforce expectations such as incentives, consequences, celebrations, and rituals. We have adapted our school culture expectations and systems for the distance/hybrid learning setting.

**Synchronous Learning Expectations:** Synchronous learning requires the full attention of all students. We approach these learning experiences with the following expectations adapted from the Community Guidelines for Videoconference from other school systems.

### **Zoom Access and Use Rules**

- **Show up on time** and be prepared with any needed materials and ready to learn.

- **Mute your microphone immediately** to prevent any excess background noise and ensure all classmates can clearly hear and understand the teacher. Unmute when it is your turn to speak.
- **Video feature is on.** Remember to wear appropriate clothing or uniform and have your device in a common space of your home, but not in a bathroom or other inappropriate setting.
- **Focus and engage.** Remember that this is class and you are responsible for materials presented in class. Keep your window open and do not navigate to other tabs or websites unless directed by your teacher. Make sure that the teacher is your main screen and if needed, pin the teacher to be the main focal point to ensure you do not get distracted by your peers.
- **Respect privacy.** Do not take a screenshot, picture, Snapchat, etc. of your teacher or fellow students and do not make any audio or video recordings. These behaviors violate our acceptable use policy and will result in disciplinary action.
- **Support one another.** Students should not interfere with their teacher's instruction and/or their classmates' learning. Remember that each student and the teacher are responsible for learning in distance learning, just as you would be if together in school.

**Supporting Positive Behavior:** Providence Public School District is adopting district-level supports for the Schoolwide Positive Behavior Supports (SW-PBS) framework for creating safe and orderly learning environments in schools. SW-PBS is a proactive approach that relies on research-based practices, including developing clear behavioral expectations, teaching these expectations, acknowledging appropriate behavior, consistently correcting inappropriate behavior, and using behavioral data to systematically solve problems.

Providence Public School District builds investment and promotes a joyful, engaging, and safe distance learning environment by recognizing students for their attendance, academic effort, achievement, and citizenship. At each school we 1) standardize the type of feedback we use to affirm students and provide them feedback for behaviors that are distracting or do not uphold our school values, 2) reward students' commitment and effort, and 3) provide clear, consistent, and balanced feedback to families. Each school has normed on a common set of age-appropriate behaviors by school and grade to promote alignment and consistency. The following are illustrative examples in the distance learning space.

- **Positive behaviors:** Examples for daily attendance, academic effort and achievement, and citizenship:
  - *Examples: Participation and engagement, attendance through EOD classwork completion, online exit ticket completion, effort and participation including time on task with online programming*
- **Major and minor behaviors:** Examples for when students do not meet expectations:
  - Minor behaviors include behaviors that may be distracting to the student or the classroom environment. Depending on the behavior, teachers should elect to mute the audio, disable chat, or disable video for individual students.
    - *Examples: making funny faces or hand signals, inappropriate dress, side conversations in the chat, making noises, etc.*

- Major behaviors include behavior that is disrespectful in nature to students, staff, and/or violates a community norm. Depending on the behavior, teachers should elect to mute the audio, disable chat, or disable video for individual students.
  - *Examples: inappropriate gestures, profanity in the chat or over video, inappropriate comments toward a peer, repeated minor behavior*
- **Incentives/reward examples**
  - Raffle tickets leading to e-book or virtual gift cards.
  - Zoom parties to celebrate hard work, attendance, or dance parties.
  - Perfect attendance party.
- **Data collected from behaviors may be used in the following ways:**
  - Weekly advisory reports to families.
  - Administrator or counselor use to follow-up with students and/or create plans:
    - Students who are not completing assignments and earning daily attendance points.
    - Addressing patterns in behavior and determining supports and interventions.
    - Pulse check to revise the incentive and feedback system.
- **Systems to support, track, and provide feedback** - Providence Public School District implements a two-way texting app in classrooms to support the incentive and feedback system by encouraging positive behavior. In both brick-and-mortar and distance learning settings, teachers add expectations to their classes in app and give specific, positive feedback to students to set consistent expectations across all classrooms such as “positive participation” and “helping others.” Teachers also give positive feedback for modeling the school values. Teachers provide neutral feedback to guide students toward desired classroom expectations while adding notes describing the rationale and intervention taken. In small groups or breakout rooms, teachers can provide real-time feedback on student participation.

### *Behavior Interventions*

For minor and major behaviors listed above, sample teacher responses may include disabling the student’s video immediately and engaging in a private chat with the student. However, violations to our Code of Conduct in the brick-and-mortar setting involved removing a student from their regular school setting to another setting (suspension) or providing an alternative location within the school for learning and restoration (e.g. in-school-suspension). We have aligned on our approach during distance learning by adapting the Online Behavior Guidance from Achievement First. For a more detailed description of the follow-up process, please review guidance [here](#).

Low- and High-Level Alerts: We have implemented a student safety and device management solution called Securly. An administrator tracks data centrally and follow ups with students and families based on two types of alerts:

- High-Level Alerts
  - Examples: bullying, sexting, self-harm, suicidal ideation, homicidal ideation
- Low-Level Alerts
  - Examples: Site blocking activity, keyword searches

Alternatives to suspension: COVID-19 is having a tremendous impact on our students and families and because of systemic racism, COVID-19 is having a disproportionate impact on communities of color. Our students are already losing out on valuable direct instruction and facetime with their teachers. Denying them of necessary instructional time with their teachers will only widen the academic gaps.

In the case of distance learning, we recognize there is no physical space from which we remove the student. Students must have full access to distance learning including their work and their teachers. We can provide students with the necessary support and an opportunity for reflection and collaborative problem-solving while simultaneously holding them accountable for their actions. We are currently in a high-stress/high-trauma time and need to consistently overly spike with warmth and compassion while maintaining the demand (e.g. providing space for our scholars to own their actions, reflect, and create plans to move forward and do better). In our traditional brick-and-mortar context, the purpose of consequences (including suspension) and our response are to 1) uphold our expectations and ensure they are clear and living, 2) to minimize actions from the learning community that cause severe disruption/distraction or are unsafe, and 3) *most importantly*, support the student with reflection and changing behavior. In a distance learning setting, there are clear alternative steps we can take:

- Conversations with families and student (including naming the severity of the issue and that the action would likely have resulted in suspension in brick-and-mortar schooling) and working collaboratively with the family to determine an action plan.
- Provide alternative schedules (see below) to where students do not participate in whole-group Zoom instruction.
- Provide a teacher to check-in daily on the student's work progress.
- Have the student follow-up with the dean of students or counselor (depending on the nature of the infraction and support needed).
- Require restorative conversations (via Zoom) after the student has practiced with a dean or teacher.
- Other consequences (apology letters to those harmed, research papers on the topic, additional conversations, etc.).
- Logging the behavior and school response in a school behavior management platform.

Alternate schedule to address suspension - For the students' safety and/or to preempt further issues from happening when there are serious code of conduct concerns (e.g. bullying, sexual harassment, cheating), schools can choose to temporarily remove students from whole-class times. This alternative schedule should not last longer than five school days and families must be notified of this schedule change.

**Furthermore, students must have access to all of their work and their teachers daily.**

## 8. Reopening Operations

### *Facilities and Maintenance*

*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. We will work with our vendor Aramark to create communication materials that clearly communicate cleaning policies.

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. PPSD's protocols for visitors will vary depending on the learning scenario issued by the state.

- Full In-person Reopening Scenario: 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.
- Partial and Limited In-person Reopening Scenario: To the greatest extent possible, visitors are not allowed to enter facilities. In addition to such an expectation, PPSD will maintain the following protocols:
  - Visitors necessary for drop off or pick up will be expected to wear face masks.
  - Visitors are expected to enter and exit the school building via one location.
  - 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.

*Protocols for Handling Fire Evacuations and Lockdown Drills:* Our Director of School Operations, the Providence Police Department, and the Providence Fire Department will work in cooperation with our school leaders to ensure the required number and type of evacuation/emergency drills are conducted in

accordance with Rhode Island state law. At all schools, evacuation meeting places will be modified and/or moved to alternate campus locations to allow for proper social distancing and student accountability.

### **Operations (Budget, school schedules, and food services)**

*District Budget:* PPSD has a proposed FY21 balanced budget that assumes no revenue increases from the state of Rhode Island or City of Providence. We believe that we will therefore be able to leverage all stimulus funds to cover additional costs of school opening and reentry.

*Sample School Schedules:* For sample student schedules, refer to the [Curriculum, Instruction, and Assessment](#) section of this guide.

*Food Services:* For details about dining services, refer to the “Social distancing and organizing personnel” [section](#) of this document.

### **Transportation**

*Student Arrival:* Schools will be expected to maintain multiple entrances (at least two), to the extent possible, so as to maximize distancing. Each student will be assigned a designated entrance. To the extent possible, each student in a stable group should have the same designated entrance. Students will be expected to arrive at staggered times to maximize distancing. Outside the school facility, and when entering the facility, students will be expected to maintain as much physical separation as possible and maintain six feet of separation when feasible. Students, staff, and caregivers are expected to wear face masks throughout school arrival. To the extent possible, family members will not be allowed to enter the school premises.

In addition to the above detailed protocols, students will follow these steps upon arrival:

1. Students will be expected to sanitize hands upon arriving at the school premises.
2. After students sanitize their hands, schools will screen students who were not screened by a bus monitor (e.g., students who walked to school).
3. After screening, students will go to their classroom.
4. Before entering their classroom, students will sanitize their hands again.

*Student Dismissal:* Schools will be expected to maintain multiple dismissal areas (at least two) to maximize distancing. Schools will assign each student to a designated dismissal. To the extent possible, each student in a stable group has the same designated dismissal area. Students will dismiss at staggered times to maximize distancing. Students, staff, and caregivers will be expected to wear face masks throughout school dismissal. Before exiting their classroom for dismissal, students will sanitize hands.

*Bus Grouping, Sizes, and Physical Distancing:* In alignment with RIDE guidance, we will adhere to the following bus grouping requirements:

1. Limited In-Person: Students will be expected to sit on the bus according to CDC guidance regarding bus transportation, which entails one student per seat, every other seat.

2. **Partial In-Person:** Similar mitigation tactics will be used as in the full in-person scenario, but no more than 50% of the typical bus capacity students will be allowed on a bus (e.g., 36 on a 72-passenger bus), including siblings. Schools will be expected to take additional precautions (e.g. visual markings on seats, posters to remind students of rules, etc.) in order to ensure that protocols are effectively followed.
3. **Full In-Person:** One student will be expected to sit per seat, unless students are from the same household. Students will be expected to have assigned seats when feasible and be on the same bus going to and from school.

While these will be our baseline protocols entering the school year, we will continue to monitor public health and transportation guidance from RIDE and RIDOH throughout the school year.

## Technology

PPSD filed a detailed COVID-19 Technology Brief to RIDE. Among other topics, the brief details how PPCSD will (a) assess software, hardware, and connectivity needs for the 2020-2021 school year and (b) develop processes to inventory technology.

## 9. Talent Management and Development

***Staffing Allocations and Process*** Recognizing that due to health concerns and other extenuating circumstances, as well as student scheduling needs, some teachers may need revised teacher assignments, which will take into consideration several things:

- Taking care of members of our team that qualify as medically vulnerable (e.g., due to age, compromised immune system, pregnancy, etc.).
- Comfort and feasibility with leading online instruction.
- Focus on a limited number of contents or grade levels.

In upcoming weeks, we will partner with the Providence Teachers Union (PTU) and RIDE to confirm a system that enables us to adequately staff student schedules while also responding to staff needs. Providence Public School District's human resources staff will work closely with each school principal to communicate the staffing decision process to teachers, run the process, and determine staffing allocations.

## ***Hiring and Staffing***

***General Staffing Needs:*** Given the adjustments to daily school operations, PPCSD 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.

We are also planning to increase hiring for non-instructional positions, including bus monitors, given the need to provide greater bus oversight.

*Hiring:* PPSD will continue to conduct its hiring processes virtually as it has done since March 2020. Should public health conditions improve, we will resume in person hiring.

*Substitute Staffing:* In the past, substitute teachers have selected their assignments through the Frontline system. In order to ensure that there will be appropriate substitute staffing at every school and to minimize the number of schools in which a substitute teacher works, PPSD will assign substitutes to one school or a limited number of schools. 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. Partnering with the Department of Labor and Training to highlight opportunities for individuals seeking employment.
3. Identifying potential candidates, including candidates for other roles in PPSD.
4. Reaching out to higher education partners to refer recent graduates.

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, PPSD is working with leadership in our Teacher Assistant bargaining unit about identifying TAs who are qualified to work in a substitute setting or to provide greater small group support.

### **Teaching Staff Expectations**

Teaching expectations will be established to ensure all adults in our school buildings do everything we can to maintain a safe environment and achieve a high-quality education for our students.

### **Sample teacher schedules**

Sample teacher schedules align with the sample student schedules in the Curriculum, Assessment, and Instruction section of this guide. In the event of changes in the reopening scenario (from full reopening to partial to limited to fully distant), teacher schedules will maintain stable to the extent possible, though daily expectations will be adjusted in response to the changed circumstance. As an example, during a move to limited while students engage in a hybrid (A/B) model, teachers will be focused in large part on providing instruction for students while they are in-person, but depending on the teacher, some will also have to supervise synchronous touchpoints with students learning from home. Additional details regarding schedules and related procedures are provided in the Reopening Operations section of this guide.

Teachers assigned to teaching in the fully distance program will follow a similar schedule.

- The typical teaching/office hours/tutoring load per day for most teachers is aligned to the students' distance learning schedule.
- Complete daily the check in and out form for staff attendance.
- Attend virtual meetings and weekly coaching meetings.

### **Evaluations**

At this time we do not anticipate any major changes to our teacher evaluation system for the 20-21 school year. 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 state department of education to monitor the situation.

## **10. Family and Community Engagement**

In distance/hybrid learning, we have adapted many of our traditional family partnership practices to the distance/hybrid learning setting. Together, these practices reestablish student and classroom culture through emphasizing relationships with parents and students. More information about plans to reestablish student and classroom culture through emphasizing relationships with students is provided in the Social-Emotional and Mental Health Support section of this guide.

<b>Purpose</b>	<b>Examples</b>
<b>Informational</b>	<p>Brick-and-mortar:</p> <ul style="list-style-type: none"> <li>● <i>Principal coffees/office hours, social media, surveys, weekly emails, handbooks, flyers</i></li> </ul> <p>Distance:</p> <ul style="list-style-type: none"> <li>● <i>Virtual coffee chats, digital school app with translation</i></li> </ul>
<b>Sense of belonging</b>	<p>Brick-and mortar:</p> <ul style="list-style-type: none"> <li>● <i>1:1 - Calls home, home visits, parent-teacher conferences, communication at drop-off/pick-up</i></li> <li>● <i>Whole school - BBQs and potlucks, school concerts, Family Fitness Nights, Movie Nights</i></li> </ul> <p>Distance:</p> <ul style="list-style-type: none"> <li>● <i>Virtual social/community building events, weekly check-in with families through calls, text or email.</i></li> </ul>
<b>Academic partnering</b>	<p>Brick-and-mortar:</p> <ul style="list-style-type: none"> <li>● <i>Literacy or math nights, volunteering in classrooms, parent-teacher conferences</i></li> </ul> <p>Distance:</p> <ul style="list-style-type: none"> <li>● <i>Virtual report card conferences, 1:1 family academic and wellness conferences</i></li> </ul>

<b>Adult wellness and skill development</b>	<p>Brick-and-mortar:</p> <ul style="list-style-type: none"> <li>● <i>Workshops on stress management, fostering resilience, and healthy coping strategies, counseling services, parent development, job training programs, ESL classes</i></li> </ul> <p>Distance:</p> <ul style="list-style-type: none"> <li>● <i>Online Zoom workshops posted on YouTube</i></li> </ul>
<b>School improvement</b>	<p>Brick-and-mortar:</p> <ul style="list-style-type: none"> <li>● <i>PTA focused on school goals, hiring committees, regular school governance/advisory meetings focused on school improvement</i></li> </ul> <p>Distance:</p> <ul style="list-style-type: none"> <li>● <i>Move meetings to Zoom</i></li> </ul>
<b>Providing for basic needs</b>	<p>Brick-and-mortar:</p> <ul style="list-style-type: none"> <li>● <i>Meal distribution, financial assistance, groceries, housing, cell phone service or internet access, and child care</i></li> </ul> <p>Distance:</p> <ul style="list-style-type: none"> <li>● <i>Weekly family wellness and assistance surveys</i></li> </ul>

Our core partnership strategies in the distance/hybrid learning setting are articulated in further detail below. More information about plans to reestablish student and classroom culture through emphasizing relationships with students is provided in the Social-Emotional and Mental Health Support section of this guide.

***Systems for communication:*** Providence Public School District maintains the following practices to ensure clear, consistent, and coordinated lines of communication from families during the 2020-21 school year.

***Orientation to Start-Of-School Year and Distance Learning*** - Providence Public School District will communicate the vision and plan for the school year to all families through a variety of communication methods. We will share messages in clear, culturally relevant ways, and to the extent possible, in each family's home language. Outreach will be conducted through the district and school-specific practices outlined below. Outreach information will include:

- How student and family input has been incorporated into critical decisions.
- How families can continue to give input throughout the school year.
- When and how families can expect to hear from the Superintendent about updates.
- District and school communication practices (outlined below).

Academic information includes:

- Distance learning expectations and scenarios, outlining how expectations have changed since the spring.
- Expectations for the classroom environment.
- Learning that will occur.
- How attendance is connected to distance learning schedules.
- Integrated communications with teachers.

- The grading and attendance policies for all scenarios and the consequences of poor grades and attendance.
- Back-to-school information includes:
  - Specific daily and weekly schedule information, focusing on the specific schedule each student will begin the year on (including their teachers) and what their schedule may look like if changes are required (to set clear expectations).
  - Bus schedule and other transportation resources (e.g., public transportation passes).
  - Technology pick-up.
  - Online training opportunities orienting families to various online learning platforms, distance learning expectations, and best practices to support learning at home.
  - At-home curricular resource pick-up and family training opportunities.
  - Additional support resources including childcare options for remote school days or enrichment and afterschool options for all schedule scenarios.

In addition, PPSD will use community leaders and organizations to share the key messages with their constituents. At the start of the year, we will establish two-way communication by:

- Reconfirming family contact information.
- Sharing school system contact information for future questions.
- Clarifying when and how families will hear from the school and/or their teacher next.
- Considering the addition of a designated forum or hotline for responding to questions regarding students with disabilities and Els.
- Utilizing multiple channels of communication.

PPSD will also share resources with families and community groups, including groups that are running a virtual distance school option, to support them to facilitate distance learning. We will share messages in clear, culturally relevant ways, and to the extent possible, in each family's home language. All district communication will minimally be shared in our district's major languages of Spanish, Arabic, Swahili, Portuguese, Khmer, and Haitian Creole.

- Disseminating a directory of partner organizations with services and supports offered to families and staff.
- Asking families to sign Family Educational Rights and Privacy Act (FERPA) releases that will allow schools and community partners to share student information and discuss support for all students who will attend a community program on remote learning days. Ensure appropriate student data privacy protections are in place.
- Building a website that shares all available resources and information about how to access grade-specific guidance documents for families and caregivers that allow them to better support student learning, including summaries of relevant standards and ideas for incorporating learning into life at home and engaging students in learning activities.
- Publishing a monthly email newsletter to share resources and learning materials directly with families and caregivers.
- Launching a monthly webinar series that provides supplemental education for families to address common pain points associated with remote learning (i.e., supporting multiple children's learning simultaneously, addressing children's anxiety about COVID-19, creating a realistic daily schedule).



- Reviewing engagement and outreach data to determine what additional training or supports teachers and leaders need to maintain family and community engagement.
- Where possible, survey community partners for needs or efficiencies the school may be able to support, such as bulk purchases for safety equipment.

Ongoing school and district communication will be conducted as follows:

**District Communication:** Standardized district communication on the district's COVID-19 Update webpage including information and updates to school leaders, school-based staff, school board, students, families, staff, community members, and central office staff. This covers the following topics, among others:

- Current state of public health.
- District and school efforts to keep students safe.
- Preventative measures stakeholders can take.
- Current effects on district/school operations.
- Anticipated timeline(s) and decision-making processes for reopening.
- Key changes in policies and practices.
- Where to find services and supports in the community to meet basic needs.

**School Communication:** All school-level communication, both print and media, will be translated into our district's major languages. Communication will include:

- A. A weekly communication template that includes sections such as academics, meal distribution, logistics, district/state updates, resources for families, and celebrations. This communication is found on the school's main webpage and published across multiple formats informed by a stakeholder and staff communication survey including website, email, text, robocall, and social media (Facebook, Twitter, Instagram). The district's Remind communication tool allows for text messages, emails, phone calls, and translations.
  - Emails from the school (principal, teacher, grade-level, etc.) have a consistent format and are standardized to go out on the predictable days of the week, with the exception of emergency alerts.
    - i. Monday: Principal update.
    - ii. Wednesday: PTA update.
    - iii. Friday: Teacher update for the week.
- B. A stakeholder survey to identify basic needs, communication preferences, and identify family engagement programming needs and areas of interest.
- C. A system for families to communicate basic needs and distance learning challenges and concerns via email, website form, and telephone hotline with a response rate within one business day.
- D. An orientation video for distance learning content and expectations for parents and guardians.
- E. Weekly town hall with members of the leadership team to share announcements, updates, and answer questions.

**Summer Family Engagement:** We continue to engage students and families throughout the summer to ensure every student is known by name, strength, and need. Our plan for building family engagement throughout the summer includes:

- A. Social-emotional learning (SEL) check-in - Every student has at least one SEL check-in with a known and trusted staff member who is provided with a script and guidance. A schoolwide tracking system is used to log all interactions and flag specific needs.
- B. Group SEL experiences are held two-to-three times in the summer to build community through positive interactions such as back-to-school night, virtual game nights, talent shows, and cooking classes.
- C. Social media highlights school and community bright spots and generates back-to-school excitement.
- D. 1:1 back-to-school support follow-ups for families most in need are conducted by family engagement coordinators and other designated staff.
- E. A virtual student onboarding plan for new students includes a virtual meet-and-greet with new families once enrolled, a virtual school tour, a welcome letter, and virtual opportunities to meet with the principal and other staff.

***Family Handbook for SY20-21:*** This comprehensive guide is updated for the current school year and includes additional considerations for a staggered A/B schedule as well as:

- A. Systems for communication and expectations for teacher communication.
- B. Grading expectations.
- C. Attendance expectations.
- D. High-level, family-friendly language for revisions to virtual student culture and instructional practices.
- E. Guidelines and daily student schedules (e.g. structuring time for independent reading, planned breaks, etc.).
- F. Best practices for support at home (e.g. create a workspace, build in routines, etc.).
- G. Resources (e.g. links for programs used by the school and links for additional resources).
- H. Tips for parents to help monitor distance learning expectations.

***Yearlong Scope and Sequence of Family Programming and Events:*** We publish 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. In addition to our traditional family engagement events that have been adapted for the virtual setting or maintained with social distancing guidelines in place, these include:

- A. 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.
- B. A published calendar of events on school and district websites and communicated through the communication methods articulated above.

***Updated District COVID-19 Resources Page*** that is updated at least weekly, including but not limited to:

- A. Food service/meal access - Where families can access food at designated meal sites.
- B. Housing resources - Information on rent, utilities, and bill pay assistance.
- C. Childcare - Information on where childcare is being offered for essential workers and low-income families and which sites have openings.
- D. Health and wellness programs - Resources for health services and local health centers.

- E. Technology - Resources on how to access digital tools to support learning and connecting to the internet.
- F. Learning resources by grade band.

### ***Community Partnership Contracts and MOUs***

- a. 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 and how the organization and school will maintain communication and coordination for students and/or grade levels that are attending distance school. If possible, we will continue to honor MOUs as long as work with students continues in some form and make minor changes to the scope of work to adapt to distance engagement.
- b. Documenting services - Community partners will be required to keep a service log during this time of distance learning. If direct contact with students or families during “office hours” did not occur, this time cannot be invoiced. Only direct services to students and families can be invoiced towards the contract.

***Technology Permissions*** are necessary to stay in contact with students during distance school. Community partners should contact the Department of Technology Services to gain access to video conferencing.

***Legal Requirements and Safeguards For Working With Students:*** We require all partners to complete online training to minimize risk for students and staff, especially in light of one-on-one student contact. 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.

***Community Partner Survey*** to indicate types of support that can be provided and share capacity to support additional students. We have an assigned community partnerships liaison.

## Appendix 1: Assessment Purposes

	<b>Broad-spectrum, computer-adaptive (ELA and math)</b>	<b>Curriculum-embedded (e.g., unit assessments, performance tasks, formative tasks)</b>
What it assesses	How students are doing on various dimensions of literacy and math relative to a national sample size	How well students are learning what they have been taught, including unit content and standards
What makes it useful	Takes relatively little time to administer (e.g., can be administered in batch form rather than 1:1) and does not need to be hand-scored by teachers. Can be administered and yield meaningful data across distance and brick-and-mortar environments.	Can provide nuanced information for teachers about how each student is succeeding day to day with the specific content of his/her high-quality curriculum .
Appropriate use by teachers	Identify students who may need additional support (e.g., Student X is in the second percentile in letter knowledge; in order to support him effectively, we need to learn more about why). Communicate with students and families.	Analyze student work to identify individual and whole class progress and gaps in relation to unit and lesson goals. Use this information to adjust and target instruction such that all students receive the support they need to access the unit's grade-level content.  Communicate with students and families.
Appropriate use by school leaders	Understand and adjust the composition of different classes and grade levels within the school (e.g., upon entry, one kindergarten classroom has far more high-performing students than the others; is that intentional?).  Identify teachers/groups of students in need of additional support (e.g., Teacher X's students have improved their percentile ranking, while Teacher Y's students have declined; why is that and what support might Teacher Y need?). Allocate supports/resources accordingly.  Gauge overall school instructional health, progress, and gaps.	Monitor the implementation and health of student work analysis systems to ensure teachers are on the right track with their analysis and aligned instructional decisions.  Triangulate with other data points in order to ensure that teachers are well calibrated in their analysis (e.g., if two first grade teachers score their students very differently on unit performance tasks but their students' data on computer-adaptive assessments is similar, there may be a need for further unpacking of the demands of the performance task and what constitutes an exemplar response).
Appropriate use by district leaders	Understand and communicate performance across the system, including program health, progress, and gaps.  Identify schools/groups of students in need of additional support (e.g., while students at School A and School B came in with similar levels of performance, students at School A have grown much faster. Why is that, and what support might be needed at School B?). Allocate supports/resources (e.g., community partners) accordingly.	Monitor the implementation and health of student work analysis systems across the district as part of the larger measurement and evaluation of the district's academic strategy.
Appropriate use by all	Notice patterns and triangulate with other data points.	N/A

## Appendix 2: Roles and Responsibilities for Differently-Abled Students

Special Educator	
Resource Teacher	The resource teacher will coordinate with the classroom teacher to support and implement the distance learning plan and to provide specialized instruction in small virtual groups, one to one virtual communication, or via telephone conferencing. The role of the resource teacher is to assist in monitoring and assessing the students alongside the classroom teacher for the students assigned to their caseload. The resource teacher is responsible for documenting all the specialized instruction services provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
Inclusion / Co-Teacher / Hybrid	The inclusion/co-teacher will plan with the classroom teacher to support and implement the distance learning plan and to provide specialized instruction in small virtual groups, one to one virtual communication, or via telephone conferencing. The role of the inclusion/co-teacher is to assist in monitoring and assessing the students alongside the classroom teacher for the students assigned to their caseload. The inclusion / co-teacher is responsible for documenting all the specialized instruction services provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
Self Contained Teacher	The self-contained teacher will plan and deliver the distance learning plan and provide specialized instruction through a virtual platform for all subject areas. The role of the self-contained teacher is to monitor and assess all the students assigned to their caseload. The self-contained teacher is responsible for documenting all the specialized instruction services provided during the distance learning days while taking daily attendance. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
Support Staff	
Psychologist	Psychologists will contact families and schedule related services virtually and via telephone conference for students on their caseload during the distance learning days. The psychologist is responsible for documenting all the related services offered and provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing evaluation

	reports/IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal. In case of a mental health emergency, psychologists should refer families to their current outpatient mental health provider. If a student is experiencing a mental health crisis and does not have a community based provider, the psychologist should refer and /or three way call Kids Link 1-855-543-5465 or 911 if necessary.
Social Worker	Social workers will contact families and schedule related services virtually and via telephone conference for students on their caseload during the distance learning days. The social worker is responsible for documenting all the related services offered and provided during the distance learning days. Scheduling meetings, completing evaluations, writing evaluation reports/ IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal. If a student is experiencing a mental health crisis and does not have a community based provider, the psychologist should refer and /or three way call Kids Link 1-855-543-5465 or 911 if necessary.
Speech and Language Therapist	Speech and language therapists will contact families and schedule related services virtually and via telephone conference for students on their caseload during the distance learning days. Speech and language therapists may schedule small virtual groups if appropriate. The speech and language therapist is responsible for documenting all the related services provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
Occupational Therapist	Occupational therapists will contact families and schedule related services virtually and via telephone conference for students on their caseload during the distance learning days. Occupational therapists may schedule small virtual groups if appropriate. The occupational therapist is responsible for documenting all the related services provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
Physical Therapist	Physical therapists will contact families and schedule related services virtually and via telephone conference for each student on their caseload during the distance learning days. Physical therapists may schedule small virtual groups if appropriate. The physical therapist is responsible for documenting all the related services provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.



Vision Teachers	Vision teachers will contact families and check-in with each student via telephone conference during the distance learning days. The vision teacher is responsible for documenting the telephone contacts. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
Orientation and Mobility	Orientation and mobility specialists will contact families and check-in with each student via telephone during the distance learning days. The orientation and mobility specialist are responsible for documenting the telephone contacts. Scheduling meetings, completing evaluation reports, writing IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the building principal.
<b>Early Childhood Preschool Team</b>	
Psychologists	Psychologists will contact families virtually and via telephone conference for students that they are the case manager for during the distance learning days. The psychologist is responsible for documenting all services offered and provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing evaluation reports/IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the Early Childhood program manager. In case of a mental health emergency, psychologists should refer families to their current outpatient mental health provider. If a student is experiencing a mental health crisis and does not have a community-based provider, the psychologist should refer and /or three-way call Kids Link 1-855-543-5465 or 911 if necessary.
Social Workers	Social workers will contact families virtually and via telephone conference for students that they are the case manager for during the distance learning days. The social worker is responsible for documenting all services offered and provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing evaluation reports/IEPs, etc. will be completed and documented on the templates provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All the above-stated items must be shared with the Early Childhood program manager. In case of a mental health emergency, social workers should refer families to their current outpatient mental health provider. If a student is experiencing a mental health crisis and does not have a community-based provider, the psychologist should refer and /or three-way call Kids Link 1-855-543-5465 or 911 if necessary.
Speech and Language	Speech pathologists will contact families virtually and via telephone conference for students that they are the case manager for during the distance learning days. The speech pathologist is responsible for documenting all services offered and provided during the distance learning days. Scheduling meetings, completing evaluation reports, writing evaluation reports/IEPs, logging Medicaid services, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, all services must be documented for each student throughout the distance learning days on <a href="#">Individualized Distance Learning Student Log</a> . The logs will be reviewed upon return and to be reviewed when the IEP team convenes. All



	the above-stated items must be shared with the Early Childhood program manager.
<b>Intervention Specialists</b>	
Early Childhood	Intervention specialists will continue to act as the LEA for IEP meetings either virtually or via telephone conference during distance learning days. Participating in meetings, finalizing IEP's, finalizing placements, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, intervention specialists will review electronic documents through the PowerSchool platform and provide feedback to case managers and service providers. All above stated items must be shared with the immediate supervisors.
Elementary	Intervention specialists will continue to act as the LEA for IEP meetings either virtually or via telephone conference during distance learning days. Participating in meetings, finalizing IEP's, finalizing placements, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, intervention specialists will review electronic documents through the PowerSchool platform and provide feedback to case managers and service providers. All above stated items must be shared with the immediate supervisor.
Middle School	Intervention specialists will continue to act as the LEA for IEP meetings either virtually or via telephone conference during distance learning days. Participating in meetings, finalizing IEP's, finalizing placements, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, intervention specialists will review electronic documents through the PowerSchool platform and provide feedback to case managers and service providers. All above stated items must be shared with the immediate supervisor.
High School	Intervention specialists will continue to act as the LEA for IEP meetings either virtually or via telephone conference during distance learning days. Participating in meetings, finalizing IEP's, finalizing placements, etc. will be completed and documented on the <a href="#">templates</a> provided by the Office of Specialized Instruction and Services. In addition, intervention specialists will review electronic documents through the PowerSchool platform and provide feedback to case managers and service providers. All above stated items must be shared with the immediate supervisor.
<b>Middle School Collaborative Special Education / High School Teacher Leaders</b>	
Middle School Collaboratives	Collaborative teachers will continue to adhere to the responsibilities outlined above related to their teaching role. They will support their special education staff in the distance learning plans for their respective schools. In addition, collaborative teachers will review electronic documents through the PowerSchool platform and provide feedback to case managers and service providers. All the above-stated items must be shared with the building principal and grade level manager.
High School Teacher Leaders	Teacher leaders will continue to adhere to the responsibilities outlined above related to their teaching role. They will support their special education staff in the distance learning plans for their respective schools. In addition, teacher leaders will review electronic documents through the PowerSchool platform and provide feedback to case managers and service providers. All the above-stated items must be shared with the building principal and grade level manager.
<b>Support Personnel</b>	

Nurses	<p>Nurses will be responsible for updating any health vaccines, physical education, vision, and other screenings as deemed required on skyward to ensure that each student is in compliance with state mandates. Letters will be sent home to families for missing health information. Nurses will stay in contact with families of students who require medication, inhalers, or epi-pens to ensure supplies at home are available. All of the above items should be documented and shared with the building principal and Director of Nursing, PE and Health.</p>
School Counselors	<p>School Counselors will be responsible for supporting principals and teachers with family and student outreach, and monitoring student progress and participation for distance learning. Counselors will reach out to students and families to share counseling related updates as well as ways they can support students during this time. As needed, they can also provide support for students by offering academic and social-emotional individual and/or small virtual groups. Counselors will review data and create course requests for incoming grade 6 and 9 students. For current students, counselors will review the 2020-21 SY course requests and make adjustments if needed. In addition, counselors will evaluate each student's academic progress to ensure student grade level progression as well as on track to graduation status. High School Counselors will connect with seniors to provide assistance with college applications, FAFSA completion, and available scholarships. All of the above items should be documented and shared with the building principal and lead counselor. Lead counselors will share completed tasks with the Director of School Counseling using this weekly <a href="#">Counseling Template</a>.</p>

## **Appendix 3: Unit/Module Internalization Protocol**

### **Step 1: Summary of the Unit/Module**

- A. Read the module overview. What are the big ideas? What is most important? What content knowledge and academic language are students building? Summarize in 3-5 sentences.
- B. [ELA] Identify and read the anchor texts for this module. What key understandings should students take away? What aspects of complexity are most notable in the texts?
- C. Identify the standards for this module. Develop a “know/show chart” for each.

### **Step 2: Assessments**

- D. Identify the curriculum-based assessments for this unit/module. Print them and complete the assessments. What are your takeaways?
- E. Identify any released state test items that assess the standards for this unit/module. Print them and complete the items. What are your takeaways?

### **Step 3: Pacing**

- F. Review the lessons and the dates and delivery mode (synchronous, asynchronous, in person) for each lesson using your pacing guide. Where do you anticipate pacing challenges? What lessons/concepts/texts may require particular frontloading? If you encounter pacing challenges, which lessons/parts of lessons could you skip? What would the implications be?

## **Lesson Plan Internalization Protocol**

### **Step 1: Identify the lesson’s trajectory and role in the unit**

- A. What is the big idea of this lesson? How does this connect to the big idea(s) of the unit? For ELA, what key understanding should students take away from the text that is the focus of today’s lesson? Summarize in 1-2 sentences at the top of the lesson.
- B. What is the standard/objective for this lesson? Refer to the know/show chart for this standard and make any needed adjustments.
- C. What is the most rigorous question/problem students will tackle today?
- D. How does this lesson build to the curriculum-based unit assessment? [refer to module/unit internalization]
- E. How is this standard assessed on the state test? [refer to module/unit internalization]

### **Step 2: Identify an exemplar response**

- F. Create the exemplar response for the exit ticket/most rigorous question.
- G. Name all the steps students need to take to complete this exemplar response. Include all academic language needed to produce the exemplar response.
- H. Complete the student handout as you hope an ideal student would (show all steps, annotate, etc.). This is your “key.”

### **Step 3: Anticipate Student Difficulties**

- I. What is “tricky” about this standard? For ELA, what is tricky about the text? What is tricky about this text/task combination?
- J. Where will students likely go wrong? Consider what prior knowledge, academic language, or prerequisite skills might be needed for this lesson.
- K. What conceptual misunderstanding, procedural misstep, or aspect of text complexity will cause these errors?
- L. How will I respond to the likely student error? What will be my first prompt? my second? [script into key]

#### **Step 4: Review and Refine Lesson Materials**

- M. Review the lesson materials and determine what if anything needs to be prepared (e.g., student copies of graphic organizer) or refined (e.g., adjust Do Now to add relevance for your students)
- N. Time stamp each section
- O. Annotate what engagement strategy you will use for each section (IP, turn and talk, partner work, etc.)

For additional information about support for staff, including training, please refer to the Talent Management and Development section of this guide.

#### Appendix 4: Sample School-Based Adult Culture Practices

<b>Leading Staff Culture</b>  <b>To what extent does your team...</b>	<b>We haven't started</b> <b>Started, but inconsistent</b> <b>Proficient</b> <b>implementation</b> <b>Exemplary</b> <b>implementation</b>
1. Clearly define a mission that is measurable, time bound, and ambitious, such that some people may not see it as possible (i.e. increasing the likelihood that mission aligned individuals will join the team and those that are not will self-select out).	
2. Articulate a set of core values that name specific actions that spell out what the values look like in practice	
3. Make expectations clear with clear job descriptions, "who to go to for what" documents, and transparently identify opportunities for growth and criteria for consideration for advancement	
4. Set measurable goals for school culture (using rubrics, staff survey/retention data, etc.)	
5. Regularly assess the quality of staff culture by identifying trends in staff survey data, conducting listening tours, and seeking to understand the motivations of baffling teachers	
6. Demonstrate staff culture leadership presence (e.g. tracking positive staff interactions, having quick meetings with staff they do not immediately coach, talking with all staff members at social functions, being present in work spaces, and identifying bellwether staff to seek input on staff culture issues)	
7. Intentionally plan staff culture events by calendaring them at the start of the school year, ID the value/mission element the event supports, assigning owners so that staff culture is shared responsibility)	
8. Close the gap to realign the school to the staff culture vision by developing action steps to respond to poor culture, communicating actions that reflect staff feedback and common norms	
9. Inspire their staff by having a compelling story about why you do this work, referring to the why during PD, and by using regular communication (e.g. weekly emails) to remind everyone of the school's mission.	
10. Actively lead effective difficult conversations with staff members by remaining emotionally constant, communicating empathy in appropriate moments, and using difficult conversations to re-inspire using the mission.	
11. Implement staff wellness and social-emotional learning programming and opportunities.	