

Updated for 2022-2023 with Mitigation Strategy Checklist Only per RIDE

LEA Back to School Back-to-School Planning

LEA Name: North Providence

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Introduction

Overview and Purpose

This document outlines the critical components needed for a school district's Back-to-School plan¹. Local Education Agencies (LEAs) will use this template to create plans **aligned to the guidance document** titled "[PreK-12 Health and Safety Guidance for the 2021-2022 School Year](#)." *Note that this planning document is an iteration of the 2020-2021 Reopening Plan. This document and the guidance document should be used side-by-side.*

Please consider the critical components included in the following tables to **develop or enhance** your Back-to-School plans. Then use the planning template included below each table to capture the identified information and evidence to return to the Rhode Island Department of Education (RIDE).

Complete Back-to-School plans must be returned to RIDE by email to back2school@ride.ri.gov and posted publicly on LEA websites

Outline of Back-to-School Plan Components

Back-to-School plans serve the dual purpose of helping to effectively plan for instruction and safety and of serving as a communication document to staff, students, families, and the community. *Item 4 is the information that is outlined and will be captured in this document. The other items are to provide overall structure to LEA plans.*

A comprehensive Back-to-School plan should include:

- 1. Message from the Superintendent / LEA Leader**

¹ Per Rhode Island's [State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund](#) (ARP ESSER), the Back-to-School Plan serves as the "Safe Return to In-Person and Continuity of Services Plan" required by the U.S. Department of Education. This plan, along with a substantially approvable LEA ESSER III Funding Application, are the two required components for LEAs to receive their ESSER III allocation from RIDE.

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

- a. A strong vision includes the following 5 components:
 - i. Core values – refer to [LEAP Task Force Absolute Priorities \(p. 29\)](#)
 - ii. Hopes and aspirations for the fall
 - iii. The process of building the plan
 - iv. Reinforcing the need to be agile and flexible
 - v. A high-level timeline with major milestones, including expected communication
- b. LEAs should be in alignment with the priorities and recommendations put forth in the [LEAP Task Force Report](#). While the vision and guiding principles may be similar to what LEAs have in their strategic plan, they should explicitly acknowledge the unique circumstances of COVID-19 planning.

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

- a. All LEAs should elicit feedback from students, staff, and families on the 2020-21 School Year. Please make this a priority if you have not yet gathered this feedback.

4. Critical Components of the Back-to-School Plan (included in tables below)

- a. This includes Health and Safety, Instruction, Social-Emotional and Mental Health Support, Reopening Operations, and Communication.
- b. Communication is embedded in each critical component table
 - i. Strong communication plans include a list of key stakeholders, a routine and timeline for ongoing communication, and high-level understanding of critical content.
 - ii. LEAs are required to review their Back-to-School Plans no less than every six months through September 30, 2024, revise as appropriate, and seek public input on any and all revisions.

Back-to-School Planning Support

RIDE's role is to ensure that all LEAs are prepared to provide students, staff, and families with a safe educational experience in the fall and to provide key resources to LEAs in support of that process. RIDE, in collaboration with RIDOH, will provide ongoing technical assistance through webinar office hours. Additionally, RIDOH will review and provide targeted support to LEAs on Health and Safety policies and procedures, including school-based testing and the usage of face coverings.

Back-to-School Plan Submission Process

1. Using "[PreK-12 Health and Safety Guidance for the 2021-2022 School Year](#)" each LEA completes the template with assurances and evidence, as applicable.
 - a. Policies and procedures for COVID-19 Mitigation Strategies should be submitted online at <https://forms.office.com/g/ESjpgYymqb> by **Friday, August 13, 2021**.
 - b. RIDOH will provide LEAs a copy of submitted responses, review health and safety components, and provide support to LEAs, as applicable.



2. Completed Back-to-School Plans must be submitted to back2school@ride.ri.gov and publicly posted on LEA websites by **Friday, August 27, 2021**.

Critical Components of an LEA Back-to-School Plan

The following tables outline critical components that should be included in each LEA's Back-to-School plan. These components are broken down into **Health and Safety (COVID-19 Control Plan), Instruction, Social-Emotional and Mental Health, and Reopening Operations**.

Within each table, there are three types of critical components -

- **Assurances** - actions and items **LEAs should incorporate** into the plan **but do not formally need to be submitted to RIDE** (though may be requested as additional support at a later time). *In the template below, LEAs will mark "X" in a box to confirm they have this in their plan.*
- **Evidence** - actions and items **LEAs should incorporate** into plans and **need to be submitted to RIDE** through narratives or other artifacts. *In the template below, LEAs will use the blank boxes to type plans or attach/link to relevant materials.*
- **Guidance** - items that should be considered and incorporated into plans but do not need to be submitted to the state.

LEAs are required to plan for a full in-person scenario. In this document, please provide responses based on full in-person instruction.

This completed document is due to **RIDE by August 22, 2022**. *Policies and procedures for COVID-19 mitigation strategies should be submitted for feedback at <https://forms.office.com/g/ESjpgYymqb> by August 13, 2021.*

1. Message from the Superintendent / LEA Leader - Superintendent Goho (Includes 2. Vision and Guiding Principles for Back-to-School Operations):

NPSD has worked closely with community stakeholders and has utilized a variety of data to develop plans for a safe and sensible opening of schools and a return to full in person learning. Our plan carefully balances educational goals with student/staff health and safety. The "[2021-2022 PK-12 Health and Safety Guidance](#)" issued by the R.I. Department of Education and RI Department of Health has provided valuable guidance for the NPSD plan by focusing on four key components: Engaged Communities, Excellence in Learning, World Class Talent, and Long-term Sustainability. Our plan allows NPSD to be nimble and flexible, so that we may respond in the best interest of our students amid the ever changing COVID-19 landscape. The COVID-19 pandemic has provided us with an opportunity to reflect on many aspects of our educational program and to adapt in thoughtful ways to provide our students with excellent

learning opportunities within a safe and healthy environment, as we welcome back all of our students.

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

Our core values driving this plan include the following: (adapted from RIDE)

1. *We will focus on safety. We will work in collaboration with federal, state and community partners to monitor data and inform decisions.*
2. *We will be transparent. We will share what we know and do not know. We will be clear about what we can control and what is outside of our control.*
3. *We will be equitable. We will center decisions on what is best for all students, families, and educators, especially those impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and our community what they need, knowing that our particular community has been hit hard by the virus at different age levels.*
4. *We will listen. We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.*
5. *We will be decisive. Given the continued challenges of COVID-19, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as the variables on the ground change.*

In addition, we will align our Re-Entry plan, goals, and practices to the LEAP Task Force priorities for all school districts in Rhode Island (pg. 29 - 31 of the [LEAP Task Force Report](#)):

- *Energize our school community—students and educators—by launching a back-to-school campaign, with particular attention to students who are chronically absent and overaged-under credited.*
- *Ensure all students have access to high-quality instruction as well as personalized support from adults, through extended learning, partnerships for before and after school, and summer learning opportunities that are undergirded by high-quality materials and resources.*
- *Universally screen all students and align resources to need.*
- *Improve and support student transitions across grades and systems.*
- *Close the digital divide.*

Public schools play a range of roles beyond education in our community. As childcare for working families, they are a foundation of any attempt to reopen the economy. They are centers for community relationships and distribution points for essential social services. But, before any of that, they must be safe places for children and staff. With those various functions in mind, we must ensure that our plan clearly supports what public school will look like in the coming school year. We must anticipate that any plan will evolve and adapt over time in accordance with national, state, and local guidelines and the needs of our students, their families, and the employees of the North Providence School Department. Most importantly, we must ensure that



our plan to re-enter our schools must continue to address our fundamental priorities: the safety and well-being of our students, families and communities, and our employees.

The process for re-entering our schools must continue to include a “blueprint” of policies, protocols, and options that prepare the North Providence School Department, its employees, students and their families, and the community to provide the students of the North Providence School department with high-quality educational opportunities during COVID19 and beyond. We must continue to ensure the safe, responsible, and successful reopening of North Providence’s public schools while addressing the challenges created by the ongoing pandemic. The work of the joint task force must comply with guidelines provided by the Centers for Disease Control, state and local government, and educational organizations to ensure that the voice of the experts are included in our plan.

Our hopes and aspirations for the fall re-entry of North Providence Public Schools include successfully addressing the challenges of health and safety of students and staff, instruction, social-emotional and mental health support, operations, and family and community engagement through our detailed reentry plan. Our efforts will be accomplished through a strategic, systemic, and collaborative process. We recognize that by its very nature, the process will continue to be fluid and flexible. At any point we will maintain a readiness to revise our systems to appropriately address our stakeholders’ needs - with a particular emphasis on our students. Our plan, while nimble, will include required elements for our school system, while each school will further develop criteria relative to their setting. It is the desire of the North Providence School Department to re-enter our schools with strict adherence to the guidelines provided by the Centers for Disease Control, the Rhode Island Department of Health, and the Rhode Island Department of Education.

The North Providence School Department created and identified a Joint Task Force for Re-Entering Our Schools, with the following mission statement: The Re-Entry North Providence Schools Task Force design and implement a plan to ensure the safe, responsible and successful reopening of North Providence’s public schools in the 2021-2022 school year while addressing the continued challenges created by the pandemic by also abiding by all State, Federal and CDC regulations to give clear guidance to the NPSD community.

With this mission at the forefront of our work, it continues to be important to consider the many facets of programming and operation, both generally and according to specific departmental requirements. Therefore, it continued to be necessary to discuss and design specifics within and across subcommittees of this task force, each focusing on a specific, critical component of the re-entry plan: Health and Wellness, Social-Emotional and Mental Health Support, and Communication; Curriculum, Instruction, and Technology; School Operations, Logistics, and Transportation; and Facilities, Space, and Security. Prior to the most recent guidelines being released from RIDE, all task force stakeholders were discussing Health and Safety,



Transportation, Facilities, Mental Health and Social-Emotional Learning supports and instruction.

The re-entry planning process is one that included all levels of stakeholders - central office leadership including Superintendent, Assistant Superintendent, Director of Student Services, Finance Director, Human Resources Director, Facilities and Transportation Director, all Building Principals, Fire Chief, Emergency Management Director, Durham Transportation representatives, Chartwells Food Services Director, Technology Director, MLL Coordinator, Teachers, Assistants, Students, and Parents. In addition, we requested ongoing feedback, insights, and suggestions regarding returning in the fall through email and surveys.

Our plan, while flexible, will include required elements for our school system, while each school will further develop criteria relative to their setting. Additionally, we understand the demands and challenges that re-entry may pose to some families. Therefore, we are continuing our partnership with Bradley, Inner You, and FCCP for social emotional and behavioral health support. As you review the proposed plan, please be assured that on-going communication among all stakeholders will continue as we work together to support the various needs of our students and families.

To support all stakeholders, those we serve and those we represent, the North Providence School Department shall continue to employ the following guiding principles within all aspects of the planning, preparation, and implementation of the re-entry plan.

- a. Safety and security of our students, staff and community including, but not limited to:
 - i. Physical health
 - ii. Social-emotional/behavioral well-being
- b. Curriculum, Instruction, and Assessment
 - iii. Modified, rigorous curriculum aligned with focus/priority standards by grade level
 - iv. Equitable access to in-person, digital, and hybrid instruction.
 - v. Embedded, high quality, meaningful professional development for faculty and staff
- c. Frequent, transparent, and timely two-way communication
 - vi. Decisive and deliberate
 - vii. Flexible and adaptable as variables change

As a team we will be setting clear timelines for major milestones and expectations including district communication using our Skyward system (e-mails, texts, robocalls) district website and newsletters. Notices and updates will be sent out as needed and quarterly for district communication.



3. Strengths and Challenges from 2020-2021:

Based on our experiences, anecdotal feedback, direct conversations, observations, and the following surveys

[NPSD End of Year Student Survey Grades K - 8 June 2021](#)

[NPSD End of Year Student Survey Grades 9 - 12 June 2021](#)

[NPSD End of Year Parent/Guardian Survey June 2021](#)

[NPSD End of Year Teacher Survey June 2021](#)

conducted from the end of our June 2021 school year, we have been provided with a wealth of information which enabled us to plan, respond, and revise our re-entry plan as needed. For example, we realized, based on feedback from stakeholders, as we proceeded through the school year, many parents and students remained uncomfortable with a safe in-person return until more staff received vaccinations (who worked in the school environments). We gradually brought more students back into our schools from distance learning over the course of the school year - especially in the later spring of 2021 due to higher vaccination rates, lower incidence rates and successful COVID-19 mitigation. Our goal continued to remain rigorous while focusing on priority goals/standards and social-emotional wellness (SEL). From the [summer planning in 2020](#) into the new school year, principals and central office leadership worked collaboratively to set priority standards and content for all Elementary grade levels and content areas at the Middle School and High School levels. This work continued throughout the school year at the school level with both district and school level teams.

STRENGTHS:

- [Surveys](#) sent before the school year to gather feedback from families regarding return - types of plans, transportation, health and safety, etc.
- Successful opt out of district transportation with families allowed us to transport students in a safe way adhering to all CDC and RIDOH guidance
- Ordered and supplied an ample amount of PPE and health resources such as gloves, masks, hand sanitizer, liquid soap, etc. to all school nurse teachers and principals for staff and students
- UV lighting, HVAC systems and portable HEPA filters were available at every school in all classrooms in order to ensure proper and safe air ventilation as required by both the CDC and RIDOH
- Successful mitigation of COVID-19 through contact tracing and quarantining at all schools through school nurse teachers, principals, teachers, bus drivers and other related staff
- Created a daily wellness screener using our district Skyward application for [staff](#) and [families](#)
- North Providence Teachers' Union leadership and members agreed to teach our students in the classroom both as in-person and distance learners.
- Teacher Leaders (K - 12) led by the Assistant Superintendent, collaborated, coordinated, and created Roles, Responsibilities, Expectations for Students, Families, and Teachers;



created sample schedules (See links below); created a district technology integration website (See link below) to create efficient and practical access for teachers and staff to utilize as they educated students both in-person and as distance learners. One of our HS English teachers, FUSE fellow, and district teacher of the year, Lisa Leaheey, created an amazing [NPSD Distance Learning and Technology Integration Website](#) for teachers to readily access resources for all teaching strategies and content in our district. All of this information was shared with all teachers and staff in order to provide clear expectations for the school year.

[Distance Learning Roles - Elementary](#)[Grades K-5 Daily Distance Learning Schedule](#)[Example Full DL & Hybrid Learning Schedules \(6-12\)](#)[Middle / High School Hybrid/Distance Learning Expectations \(Example Schedules\)](#)[MS / HS Distance Learning Roles](#)

- *Communications Sent to Families re: [Health/Safety Guidelines, Mask Wearing and Social Distancing](#) and [Distance Learning Updates](#)*
- *1:1 technology available for all students PK - 12*
- *Hotspots given to some families in need - total of 15*
- *Throughout our statewide PD Days differentiated professional development was offered that was consistently aligned to our Reopening plan and district goals. Various professional learning sessions were offered during each PD day. Schools also collaborated as PLCs (Virtually) where teachers planned both individually and collectively as grade levels and content areas; feedback from all sessions was extremely positive as teachers were able to create curriculum units of study, project-based learning units and SEL activities.*
- *Some examples of District PD Agendas:*
[PD DAY/ELEMENTARY September 3, 2020](#)
[PD DAY/MIDDLE SCHOOL September 3, 2020](#)
[PD DAY/NPHS September 3, 2020](#)
- *Conducted Elementary Learning Academies in Fall, 2020 and Spring 2021 (6 weeks for most at risk students including MLL students)*
- *Created District Student Daily SEL Self Awareness/Self-Regulation Tool [Grades K - 8 SEL - Self Awareness/Self-Regulation Tool](#) - Created by ES/MS Social Workers and Shared at Orientations at all Schools K -8*
- *NPHS [Student SEL Self- Check-in and Referral Form](#) - Created by School Psychologist*
- *Created [District SEL website](#) for Parents, Students, and Staff*
- *Weekly "Take a Moment Tuesday" e-mails to staff from Assistant Superintendent to share ideas for Self-Care for Students and Staff (See examples on SEL Website above)*
- *[RIDE SEL Recognition](#) - We received district recognition from Alice Woods at RIDE through her SEL newsletter sent to all districts, for our successful strategies for SEL for students and staff*



- [Inner You Family/Parent/Guardian Sessions](#) - all recorded/posted on our district website for continued access for families (Topics such as anxiety, depression, grief, loss, and digital citizenship)
- Students were recognized at all levels for positive effort and behaviors as they are typically recognized at the school level.
- Teachers, staff, and administrators were recognized at all levels for their outstanding dedication, flexibility and perseverance in such a challenging year
- One of our special education teachers, Mrs. Tina Trovato received the Golden Apple Award and was recognized by our Commissioner Infante-Green and WJAR Newschannel 10 in March 2021
- Transitioned cohorts of students back in-person throughout the school year -- our Distance Learning students were at 30% of our PK - 12 population in September and at 9% by the end of the school year
- Created virtual school events for students at all levels to support school culture and positive school communities
- Sent weekly professional learning resources aligned to our district goals and re-opening plan through the Assistant Superintendent's "Thursday Teaching and Learning Tidbit" - focused on best pedagogical practices - also shared through [Asst. Supt. Bitmoji Office](#) Also began having teachers share best instructional practices with each other each week through the "[Colleague Collaboration Corner](#)" in the Assistant Superintendent's "Thursday's Teaching and Learning Tidbit" where our teachers, specialists and support staff will be sharing their successful lessons, ideas, activities and events in the DL/In-Person learning environment. Teachers always learn best from each other and we will continue to support this collaboration all year.
- Very successful state assessment process as plans were created by each school to schedule and organize the safe entry of our students who were distance learners to enter schools and complete all testing
- State assessment participation rate was high overall: ACCESS testing - all but 8 students out of 274 completed the test - we were short 2 staff members on our MLL team and several of our Reading Specialists received certification to conduct the testing with our students at the elementary level -- amazing example of the collaboration and teamwork here for our students' success!
- Approximately 6% of our students did not complete RICAS (Grades 3-8) or RINGSA (Grades 5, 8, 11)
- 239 students completed the SAT in April 2021; 43 out of 282 did not take the SAT (15%)
- ELA/Math District Committees worked collaboratively through virtual meetings all year. We worked with the ELA Committee as aligned to our CLSD Grant Leadership Teamwork regarding our 2 ELA Elementary pilots. Based on surveys, feedback and rubric analysis from our elementary teachers and ELA District Committee, we have selected [Wonders 2020](#). Based on surveys, feedback, and rubric analysis at the middle school level, we have selected [Reveal Math](#). We will be implementing this new High



Quality curriculum along with our previously piloted Science curriculum, [Amplify Science](#) in Grades K -8.

- Successfully conducted District Health and Wellness Virtual Week May 24-28, 2021. We had many exciting virtual and in-person school events at all levels including cooking demonstration videos, physical education videos for exercises each day, health, wellness and safety slides from our school nurse teachers, mental health resources for all levels and much more!
- Conducted successful senior class NPHS graduation at the Lincoln campus of CCRI outdoors
- Graduated (13) North Providence High School PTECH students who received their Associate Degree in Health Science from CCRI
- Conducted ESY (Extended School Year) for 151 differently abled students who received Specialized Instruction, Related Services & Transportation. Approximately 81% Daily Attendance Rate
- Conducted Summer Learning Academies at the Elementary Level - for most at risk students including MLL students: 5 weeks, 5 days per week, 2 hours per day of very explicit instruction - Reading/Math (Transportation also included) - Total of 88 students: (14 teachers/ 1 coordinator) Outcomes:
 - Attendance: 75% Attended 16-23 days/Total of 23 days for Academy
 - Parent Survey: Very Favorable: 59% stated communication was effective; 96% would send their child again if recommended; 98% believed their child maintained or gained in skill level in reading and math
 - F & P Levels: 73% of our students increased 1-3 reading levels/5% increased 4-6 levels
 - AIMSWeb Plus: Reading: 55% of our students maintained current proficiency levels; 34% of our students increased 1-3 reading levels
 - Math: K Assessment: 59% maintained their current proficiencies; 34% increased 1-3 levels
 - Math AIMSWeb Plus: Grades 1-54: 49 % maintained their current performance; 37% increased 1-3 levels
 - Teacher Survey Responses: 86% stated the student selection process was effective
 - 93% agreed the Summer Learning Academy met the needs of our students
 - 93% agreed our students had access to all related materials, technology, etc.
 - 93% agreed that the length of the academy day was appropriate
 - 78% agreed the length of the academy (5 wks.) was appropriate (may add one wk. next yr)
 - 86% stated they would teach the academy next year; 14% stated maybe they would teach the academy next year
- Our Summer Elementary Learning academy has successfully reduced achievement gaps from the past year and further strengthened our students' foundation for the new school year
- Summer Enrichment Program in Math for Incoming Freshmen at NPHS



95 Students - July 2021 (Majority previously DL)

Class Size 1:6 1.5 hours 3 days per week

Aligned to Math CCSS - explicit to skills based on student data

81 students received credit recovery from NPHS

Every student increased their score when compared to pre-test

Average increase in scores was 43 points per student [NPHS Summer Math Program Pre Post Test Data 2021.pdf](#)

- *In addition, here is a quick snapshot of data since September, 2020 (Until June, 2021):*

Google District Data:

Files Shared Externally: 1.2 million

Google Drive Storage: 12.27 TB

Google Classroom - Active Classrooms: Over 900

Posts in Google Classrooms: 1500 +

Unique Google Meetings Since February 2021: Over 3650 +

Clever Unique Users/Teachers: 3,745/571

Average Daily Attendance: 92.4% - includes both DL and In-Person Students Districtwide

Breakfast/Lunch: In-Person Meals and Meals Offered on School Sites for Distance Learners

Breakfast - 115,383

Lunch - 173,482

Please note this was a combination of In-Person and Distance Learning students and not a full 180 days. This also includes all meals to go.

During school vacations and extended shutdown over winter break we served:

Breakfast - 6820

Lunch - 6820

CHALLENGES:

- *Equity for all students as some students remained in distance learning and some home environments remained challenging for certain students*
- *MLL/Differently-abled students - making sure we continue to provide all necessary services and supports as we continue to reduce learning gaps*



- *Maintaining students' engagement, motivation, and attendance at all levels for both in-person and distance learning students*
- *Maintaining teachers' and staff motivation and perseverance as the In-Person and Distance Learning experience continued*
- *Continuing equitable grading systems at all levels.*
- *Continued balance of synchronous and asynchronous lessons and assignments*
- *Continued focus on priority standards - quality versus quantity*



Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
Promoting vaccination		
X		a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
Physical distancing		
X		b. Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.
X		c. Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance.
X		d. Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X		e. Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
Face coverings		
X		f. Inform students, staff, and visitors of the recommendation for mask use indoors regardless of vaccination status, and in crowded outdoor settings for individuals who are not fully vaccinated.
X		g. In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance. Adhering to Universal Mask Mandate K - 12 per Governor McKee's Mandate August, 2021
X		h. Refer to CDC guidance for the use and care of masks.
Minimizing access by COVID-19-positive or symptomatic individuals		
X		i. Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Encourage monitoring for symptoms of infectious illness every day through home-based screening.
X		j. Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method) are not required to post screening signage.
School-based testing		
	X	k. Select, design, and resource school-based testing plans based on options outlined in Health and Safety guidance: (1) Symptomatic Testing, (2) Outbreak Testing, (3) Asymptomatic Testing. Consult RIDOH support as needed. Submit school-based testing plan at https://forms.office.com/g/ESjpgYymqb by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.



Cleaning, disinfection, and hand hygiene		
X		l. Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
Responding to staff and students who are sick		
X		m. Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
	X	n. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE. Please include a cell phone number.
X		o. Align your plan for managing staff and students if or when someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
Communication with staff and students		
	X	p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to https://forms.office.com/g/ESjpgYmqb and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.
X		q. Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X		r. Post signs or posters describing the district's policies and practice for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X		s. Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X		t. Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X		u. Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

Health and Safety Plan

ASSURANCES:

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

X	Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
X	Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.



X	Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance
X	Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.
X	Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.
X	Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.
X	In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance.
X	Refer to CDC guidance for the use and care of masks
X	Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.
X	Post Symptom Signage at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).
X	Utilize CDC guidance for cleaning, disinfection , and hand hygiene .
X	Schools should revise/continue to follow sick policies in alignment with The Outbreak Response Protocols: PreK-12 and communicate it to staff, students, and families.
X	Align your plan for managing staff and students if or when a someone in the building tests positive for COVID-19 with the CDC's What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School flowchart.
X	Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.
X	Post signs or posters describing the district's rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.
X	Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID-19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.
X	Communicate information to staff, students, and families in their preferred language or easiest mode of communication.
X	Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.

EVIDENCE:

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



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

Full Name	Email Address: (Next to each SNT's name)
	Cell or School Phone Number:
Kelly Nesbitt kelly.nesbitt@npsd.k12.ri.us	[REDACTED]
Karen Zelano karen.zelano@npsd.k12.ri.us	[REDACTED]
Michelle Poirier michelle.poirier@npsd.k12.ri.us	[REDACTED]
Sheri Farrell sheri.farrell@npsd.k12.ri.us	[REDACTED]
Eleanor Bonner eleanor.bonner@npsd.k12.ri.us	[REDACTED]
Janet Gasparri janet.gasparri@npsd.k12.ri.us	[REDACTED]
Hannah Erickson hannaherickson@npsd.k12.ri.us	[REDACTED]

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

Submitted Google Form Aug. 3, 2021 [NPSD Mitigation Strategies Document 2021-2022](#) **As of 8/17/2021 North Providence will be implementing a mandatory face covering policy for PK -12 and all staff.**

Instruction		
Provide Assurance	Submit Evidence	
Instruction		
	X	a. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual learners and differently-abled students.
	X	b. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently-abled students as well as the information for all students generally.

X		c. Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.
X		d. Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.
X		e. Develop a system to continually monitor learning progress and loss.
X		f. Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.
Remediation and Intervention		
	X	g. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learners, differently abled students, and other student groups that have been historically marginalized should be noted in the plan.
X		h. Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.
Special Education Services		
X		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
Staff Supports		
X		j. Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.
X		k. Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
X		l. Provide training for restorative supports and professional learning offerings for teachers around trauma, social emotional learning, restorative practices, and culturally responsive education.
Family and Community Engagement (communication and partnerships)		
	X	m. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.
X		n. Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.
X		o. Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.



Instructional Plan

ASSURANCES:

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

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

EVIDENCE:

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

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

Currently we have an Instruction Workgroup composed of Assistant Superintendent, Special Education Director, MLL Coordinator, AFT Union President, Human Resources Director, Principals, and teachers. We continue to collaborate throughout the school year regarding curriculum, instruction, and assessments. In our district, we currently have two universal screening assessments - for Grades K - 5 it is AIMS Web Plus and in Grades 6-12 it is the STAR Assessment . AIMS Web



Plus screens and monitors the reading and math skills of PreK–12 students. With its robust set of standards aligned measures, AIMS Web Plus is proven to uncover learning gaps quickly, identify at-risk students, and assess individual and classroom growth. AIMS Web Plus also has add-on screeners for behavior and dyslexia for a comprehensive, all in one system. STAR Assessments are short tests that provide teachers with learning data. STAR tests are computer-adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help our students in the shortest amount of testing time (about one-third of the time other tests take). In addition, statistical linking makes STAR highly predictive of performance on state and other high-stakes tests, including RICAS. In addition to universal screening we consistently use formative assessment data, student work and other data sources from our students to assess their learning needs. This is the same process that is used for our MLL and differently-abled students. With our MLL students we utilize other assessment scores and data from ACCESS assessments, formative assessment data, student work, and other data sources from our students to assess their learning needs. For our MLL students we also use the following assessments and resources to meet our students' learning needs: WIDA Screener, Lexia Learning, Achieve 3000, IXL.com, Reading A to Z, Headsprout, Flocabulary, and BrainPop . This list of assessments and resources is similar for our differently-abled students excluding the WIDA screener.

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

In our district, we use several instructional strategies to address learning loss. We will be utilizing district universal screenings, formative assessments and other data to help us understand our students' current instructional levels. Teachers will utilize differentiation of instruction, flexible grouping (ability/skills grouping as needed), and focus on priority standards at all levels across all content areas. Through a blended learning environment, using station rotation and the flex model, teachers will continue to address students' individual needs, collaborative skills, and higher-level thinking skills. Our digital resources as noted above allow teachers to differentiate instruction in our blended learning environment. In addition, we will continue to apply interventions at the Tier 1, Tier 2, and Tier 3 level, through our district MTSS process. [NPSD MTSS Guide/Resources](#) Teachers will be intervening based on students' learning needs in Tier 1 and progress monitoring to assess growth. If needed, students will move into Tier 2 and Tier 3 interventions for additional cycles of support, interventions, and progress monitoring. MLL and differently-abled students will receive targeted instruction and supports based on their identified levels and related IEP goals and services. Interventions and progress monitoring will be clearly tracked as interventions may need to be modified and/or intensified as in Tier 2 or Tier 3. Priority standards and targets as well as their unique learning goals will drive the explicit instruction they receive at all levels. The district is organizing teams of teachers to identify the most important skills and topics for students to learn, especially those that are prerequisites to future learning. This process will be done across grade levels and subjects to ensure students are focused on the most important material in the school year ahead. Our MLL specialists have created and shared a MLL Google Classroom with resources for our MLL learners, teachers and staff. This is updated and shared consistently with all staff.

In addition, our MLL specialists have trained each faculty at all of our schools on best practices for our MLL students. We utilize Lexia Learning, IXL, Achieve 3000, BrainPop in Spanish, Raz-Plus, Learning A-Z and other online resources that are available to them in their native language. We also



use Class Dojo for student/family communications as well as Google Translate when appropriate. In addition, our MLL Specialists will continue to reach out to our MLL families and students to support any instructional needs or questions they may have throughout this instructional learning period.

The NPSD faculty will continue to outreach to families providing them with content in all academic areas, social-emotional support, and support to meet their nutritional needs. Special Educators are available to work with students during their assigned class period. Resource teachers, ELL teachers, Reading teachers, and math interventionists work with students in co-taught classes or provide an open classroom when they could offer support to their entire caseload. We encourage our faculty to use their professional judgment to create the best educational plan for their students who require an individualized educational program. Materials, resources, teaching styles continue to be scaffolded to support a diverse population. We will continue to monitor the progress that each student is making while participating in their learning. Special Educators are working alongside the General Educators to mirror, accommodate, and modify curriculum materials. Each Special Educator continues to case manage the supports needed for their students and provide specialized instruction.

NPSD supports all learners through a variety of individualized modalities. Our students with the most significant disabilities are provided content/curricula aligned to their IEP goals & services. The district continues to utilize Unique Learning as one of the many online platforms that aligns to grade level content with core instruction. Occupational Therapists, Speech & Language Pathologists, Intensive Academic Support Teachers, and Social Workers are providing instruction through both online platforms and/or through printed materials from the Unique Learning System, which scaffolds learning with picture supports. All families and students will continue to be provided guidance for supporting our students. Students with disabilities are also continuing to access Lexia and IXL.

3. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learner, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

We will be utilizing district universal screenings, formative assessments and other data to help us understand our students' current instructional levels. As we conduct progress monitoring throughout the intervention process, using AIMS Web Plus, STAR and other probes, we either increase or intensify the intervention or exit based on the students meeting their proficiency levels. This is a process conducted with all of our students and certainly with our MLL and Differently abled students based on their assessment data, IEP goals, and levels of performance throughout the year. Our MLL and Differently abled teachers are very competent and fluent in addressing our students' academic and/or social-emotional needs based on individual student data and progress monitoring.

Teachers will utilize differentiation of instruction, flexible grouping (ability grouping as needed), and focus on priority standards at all levels across all content areas. Through a blended learning environment, using station rotation and the flex model, teachers will continue to address students' individual needs, collaborative skills, and higher-level thinking skills. Our digital resources as noted above allow teachers to differentiate instruction in our blended learning environment. In addition, we will continue to apply interventions at the Tier 1, Tier 2, and Tier 3 level, through our district MTSS process. [NPSD MTSS Guide/Resources](#) Teachers will be intervening based on students' learning



needs in Tier 1 and progress monitoring to assess growth. If needed, students will move into Tier 2 and Tier 3 interventions for additional cycles of support, interventions, and progress monitoring. MLL and differently-abled students will receive targeted instruction and supports based on their identified levels and related IEP goals and services. Interventions and progress monitoring will be clearly tracked as interventions may need to be modified and/or intensified as in Tier 2 or Tier 3.

All Special Educators will be providing specialized instruction in the least restrictive environment to ensure students are accessing the general education curriculum. All students are general education students first. North Providence believes in an inclusive environment that supports instruction for all learners. Director of Student Services will be reviewing Special Education Eligibility with LEA Administration and NPHS Department Chair to ensure that a student must meet the three prongs needed to qualify for Special Education. The student must have a diagnosed disability that meets one of the categories of disability conditions under the IDEA, and the disability itself must adversely affect the child's educational performance to the degree that: the child requires specially designed instruction delivered by a special educator with appropriate certification.

Priority standards and targets as well as their unique learning goals will drive the explicit instruction they receive at all levels. The district is reconvening teams of teachers at all levels to continue to identify the most important skills and topics for students to learn, especially those that are prerequisites to future learning. This process will continue to be done across grade levels and subjects to ensure students are focused on the most important material in the school year ahead. Our MLL specialists have created and shared a MLL Google Classroom with resources for our MLL learners, teachers and staff. This is updated and shared consistently with all staff.

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

[NPSD End of Year Student Survey Grades K - 8 June 2021](#)

[NPSD End of Year Student Survey Grades 9 - 12 June 2021](#)

[NPSD End of Year Parent/Guardian Survey June 2021](#)

[NPSD End of Year Teacher Survey June 2021](#)

Key Takeaways: (Please see below)

While our students, families, teachers, administrators, and staff did a remarkable job with the challenging task of both teaching and learning in a DL/In-Person setting, it is clear that although they felt supported overall, students, families, teachers, administrators, and staff wish to return to 100% In-Person. Student attendance, engagement and motivation was consistently noted as a major concern by all stakeholders. Students continually commented on how they needed hands-on learning experiences and to be able to socialize, interact, and collaborate with their peers in-person. Teachers agreed that they believe they are better able to reach and meet the needs of all students in person for both academic and social-emotional success.

Students: Grades K - 8: DL/In-Person

- 95.3 % Broadband Access/Other % w/ Hot Spots etc.



- 90% Easy Access to Assignments through Google Classroom
- 84% Get Help from their Teacher through messages, calls, through Google Classroom or directly in class
- 68% Communicate with peers in class for help
- 83% Felt that they were receiving enough information/communication from teachers/school
- 97% Completing some of their assignments through Google Classroom/Dojo
- Students responded to utilizing various technology learning resources such as IXL, Lexia, ConnectED, Words Their Way, etc.
- 63% of students indicated they liked/somewhat liked DL if in that mode of learning
- 92% of In-Person students indicated they liked/somewhat liked In-Person learning
- 74% of students stated Google/Zoom worked well for them
- 68% of students think the amount of work assigned is just right
- 56% of students indicated the amount of time spent on the computer is just right
- 60% of DL students indicated their needs were being met
- 88% of In-Person students indicated their needs were being met
- 72% of students indicated they had learned new things during the last few weeks of school

Some comments: (See Survey Link for Direct Information)

What has been your favorite thing that you have done so far as part of Distance Learning or In-Person Learning?

The most fun moment for me was when we got to have hands on interacting with our lessons. for example, getting to move stuff around, change things, and even just to go up and write on the board.

My favorite thing was probably in the library when we did hand on projects. We were the chosen class to do this and it's just been really fun ever since and getting a break from a computer is nice.

My favorite thing that I have done for in-person learning was learning math since it was my favorite subject and I've been paying more attention because I was doing in-person learning.

Art projects

Doing projects with a group

My favorite thing about being a part of distance learning is that all the assignments teachers assign are good for both in person students and distance students so everyone is able to participate in the same thing.

My favorite thing I have done so far as an in person learner is being able to do hand on assignments.

The best part about in person learning is being able to work with others or group working.

Meeting new people and learning new stuff

How can we make this experience better for you?



Add more assignments so we can review them.

It's really hard to learn distance so if they can focus more on online students as well and decrease the amount of work that would very helpful

More time to do assignments

I think that my experience is fine and doesn't need to be changed.

It is ok, this experience has been just right.

I personally think all the teachers are trying their best and everything is working fine.

More partner work and less projects.

In my opinion it was a pretty great school year

Maybe doing not as many assignments especially for the distance learners because it could get very stressful for people at times.

By trying to do more hands-on learning.

Students Grades 9 -12 DL/In-Person

- 94% Broadband Access/Other % w/ Hot Spots etc.
- 92% Easy Access to Assignments through Google Classroom
- 65 -100% Get Help from their Teacher through messages, calls, through Google Classroom or directly in class
- 58% Communicate with peers in class for help
- 74% Felt that they were receiving enough information/communication from teachers/school
- 82% Completing some of their assignments through Google Classroom/Dojo
- Students responded to utilizing various technology learning resources such as IXL, Lexia, ALEKS, etc.
- 70% of students indicated they liked/somewhat liked DL if in that mode of learning
- 89% of In-Person students indicated they liked/somewhat liked In-Person learning
- Students stated Google/Zoom worked well for them overall through their comments
- 27% of students think the amount of work assigned is just right
- 22% of students indicated the amount of time spent on the computer is just right
- 60% of DL/In-Person students indicated their needs were being met
- 42% of students indicated they had learned new things during the last few weeks of school

Some comments: (See Survey Link for Direct Information)

What has been your favorite thing that you have done so far as part of Distance Learning or In-Person Learning?

Meeting new people



Projects

i don't know

Making videos for my digital media class

projects

getting to see my friends

I have gotten used to doing online distance learning. One of the activities that was most fun was meeting with my mentor through Zoom for the first time.

The projects and presentations were always fun as I was able to do some research and learn more. All of my ptech teachers have been great and assign good projects to work on so any of the projects I have worked on in class

My favorite thing that I have done so far as part of this school year was being able to work together on projects or other activities with other classmates despite some being in-person and some being distant.

My favorite part about this school year has been learning new things.

How can we make this experience better for you?

I feel like the final shouldn't have been a thing. If we could have gone last year fine without it, why couldn't we this year? I think teachers don't get it. They want things done the day we are supposed to be making up work. It's just way too stressful. I also think the workload was very extreme.

I think one thing that can be done to improve this experience is to make communication better. Sometimes there was miscommunication between students and teachers. There should be a clearer and more time efficient way to communicate with teachers if someone is a distance learner.

Going back fully in-person with everyone in the building, would be a nice thing to revert back to.

I think a day off in the middle of the week would be very beneficial. For example, on Wednesdays of every week students will not have to join their Google meet and instead can work on any assignments that they have. I think it would be a great way for students to get their work done and have a little break from looking at the screen.

I think that virtual learning was handled really well this year.

As high school students we have more on our plate than just school. Assignments shouldn't run your life. I have other things to do like work a part time job. And distance learning is already difficult now imagine getting flooded with work from 7 different classes. It is not fun nor easy.

It's already good



As a distant learner, most of the work is done electronically. Therefore, I feel like too much time is spent on the computer as we use it during class and after school for homework.

There is nothing that can be done to make this experience better for me.

I think having less google meets will help. Google meets consume most of our time on the computer, and we don't have time to do our work during school hours.

Parents/Guardians:

35% - DL

57% - In -Person

77% Stated they received consistent communication including virtual meetings w/ teachers

86% Stated if their child was a DL their child was able to reach out to their teacher anytime with questions or give feedback

45% Stated the largest challenge with DL was student engagement

Top Choices for use of ESSER Funding: 1. HQ Curriculum/Instruction

2. Learning Recovery

3. SEL Supports

4. Capital Improvements

5. Summer Programs

6. Special Ed/MLL/At-Risk Students

94% Stated for both DL/In-Person learners, as parents they were able to reach out to the principal/teachers if they needed any support in how best to help their child

Some comments: (See Survey Link for Direct Information)

Please tell us what you need help with and we will consider your input as we plan for our return in the fall:

My family had a very good year and feel the DL was a better choice for all of my children except one. We are not in need of help.

More guidance for my child who will be a senior this year

Communication with teachers

Looking forward to in person learning in the Fall

I think the students should all be in school.

She won't be returning in the fall moving. But we were absolutely happy with her experience in North Providence.

None. I was very happy with the education both my children received this year. Thank you for all the hard work by administration, teachers, and support staff!



Motivating my children to read

Great experience given the circumstances this year! Hopefully mask are not required for students come Sept 2021

Teachers:(See Survey Link for Direct Information)

73% of Teachers use Google Classroom/Others use Dojo etc.

Top Choices for use of ESSER Funding:

1. Learning Recovery
2. Special Ed/MLL/At-Risk Students
3. SEL Supports
4. HQ Curriculum/Instruction
5. Summer Programs

58% Can pre-record and post lessons online and will continue to use this at times next year

82% Feel confident collecting and grading student submissions online

83% Can create quizzes in Google Classroom/Class Dojo to verify students understand material

97% Are prepared to communicate updates, changes, and other relevant information to their students

85% Can hold online office hours by utilizing discussions, chat, or collaboration features in Google/Class Dojo

83% Have and will continue to meet w/Grade level, content level, department, interventionists, support staff, special educators, MLL specialists and/or principal via Google Meet or Zoom

70% Can create opportunities for students to contact each other and collaborate online (through discussions, collaborations through Google and/or Class Dojo)

81% Can differentiate lessons(content, process, product) for all students in Google

56% Can provide the same level of rigor online as in class

81% Stated that interventionists, special educators, MLL specialists, and support staff have access to their Google Classroom or Class Dojo

53% Rated their Google Classroom Level/Class Dojo as 3 or 4 (out of 4)

Some Tech Tools besides Google that they use to deliver instruction: Pear Deck, Scholastic online, Wonders online, IXL, Splashlink, GoFormative, DocHub, Jamboard, Piktochart, StoryBoard, PowToon, Kahoot, FlipGrid, Edpuzzle, etc.

5 Teachers offered to help facilitate tech or other future PD sessions at the school or district level

The best "Aha" from this year as you taught both In-Person and Distance Learners that you have learned and will continue to use?

Flipping my classroom next year

Setting up the webcam in front of the whiteboard instead of trying to stream films/documentaries because it lags too much otherwise.



Giving students time (5-10 minutes) to just share what is on their mind before getting started with our day is important to build connections.

My aha moment for me this year was I really had to slow content down for students and make sure that all learners (in school and at home) were on the same pace.

Being able to access student's progress and print individual reports both from Google Classroom and Skyward.

In person learners were excited to be learning in class

I like the fact that all assignments are posted and kids can go back to them if they need to.

Weekly check ins with all students

I was very overwhelmed at the start of distance learning, as I felt I was not as tech savvy as I needed to be. By the end of this experience, I not only learned about many different tech tools and became proficient with technology, but realized that building student relationships is what truly matters most for both in person and virtual learners. Teacher-Student connection is key whether students are virtual or in person.

How did you incorporate SEL into your classroom instruction every day or weekly?

Weekly I would have a question of the week that did not involve curriculum. This gave me and my students a way to get to know them.

Daily check ins

By speaking earnestly about the challenges they faced on a daily basis and by allowing space for students to express themselves through journaling and sharing.

Morning and afternoon check ins

Morning check in, read alouds, Scholastic News, Morning Meetings

PearDeck was an effective way to incorporate SEL strategies into my classroom.

Check Ins each day

daily check-ins, mood boards, open discussion time

I posted an SEL survey each day to see where my students were at emotionally. I also checked in with them on Google meets to address their needs/concerns.

Before starting my lessons, I would ask questions about how things are going in your classes, how was your weekend, if a child was having a "melt down" about something I would try to address the issue and help come up with a solution to the students problem.



Please leave any questions/needs below. Thank you :-)

Teachers made it work this year teaching both in person and distance at the same time. However, it was not an easy task. I know that you realize this. Some of the difficulties were that students at home were not held accountable for their assignments. There wasn't much that we as teachers could do to get the students to complete their work besides contacting parents (which often didn't help). In addition, when students did complete assignments, it was impossible to know if they did it themselves or with help. This made it difficult to monitor understanding. Also, students felt they could attend meets when they wanted to and/or "hang up" on teachers when they felt like it. Overall, it was a difficult year, but we got through it. Thank you!

Math is a very concrete subject involving multiple steps problems and is VERY difficult to teach online students.

Thank you for all of your help and support with navigating this year. I feel supported by my district!

I hope to see all of my students in person next year!

I hope that all students will be back in the building in September, as distance learning is not a suitable learning strategy for the majority of students. It also puts too much strain on the teachers to reach students at home who do not put in the effort.

Students need to be in-person for teaching and learning to take place.

As I realize, due to the pandemic we needed to instruct online, I hope we return to FULL in-person classes next year. I do not think it should be an alternative when you are home sick, because we see many students that stay home on Mondays, Fridays, or on assessment days.

It is very challenging to assess students at home. I have no problem with using the technology, but it would be much more effective having the students in front of me to monitor and motivate them.

This year was very challenging juggling online learning and in person. I hope we do not give a choice for a hybrid model and that all students return to school in the fall.

Will the district be offering DL next year?

3. Social-Emotional and Mental Health Support

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

Social-Emotional and Mental Health Support Plan

ASSURANCES:

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

X	Establish or maintain a support team focused on student and staff mental health and wellness.
X	Assess mental health resources - develop a plan to access additional, external supports to address staff and students' mental health and wellbeing.
X	Screen or evaluate students for mental health needs.
X	Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.
X	Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.
X	Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.

EVIDENCE:

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

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

Our Mental Health Liaison will be Onna Holland who is a counselor at Ricci Middle School and has worked as a RIDE Counseling Fellow for the past 2 years in the area of counseling, mental health,

and liaison for our reopening plans. Her email is onna.mechanicholland@npsd.k12.ri.us She is a true mental health advocate for our students, families, and staff and will collaborate very successfully with RIDOH and other community partners.

In addition, our school district will continue to partner with the Inner You Counseling Center. Throughout this past school year they have supported both students and families through referrals for mental health support services. These services will continue this year with students and families. We will be continuing to support families as Inner You conducts family virtual and in-person workshops (if feasible) on issues such as anxiety, trauma, transitioning back to school, etc. as well as requested topics based on related surveys. We also continue to partner with DCYF and FCCP to support our students, families as prevention-focused providers. In addition, we will continue a partnership with Bradley Hospital for resources and professional learning opportunities related to anxiety, stress, trauma-informed practices, and behavioral strategies. In August of 2019, Bradley conducted professional learning sessions with our entire school district regarding Trauma-Informed strategies for the classroom and Behavioral Supports including triggers of behavior and appropriate interventions for the same. Teachers and staff received a tremendous amount of information and resources that were readily applicable to all classroom settings and students. We will continue to offer professional learning opportunities (virtual and in person if possible) to all of our administrators, faculty, and staff as we move forward and transition into this school year. For example, on our first district professional learning day, we will be providing several options (virtually) for all staff to participate in - HQ curriculum implementation, all related to social-emotional learning and supports, post-COVID-19 student/staff return, CASEL competencies (particularly self-regulation and self awareness), and positive behavioral supports for all students. In Grades K - 8 our social workers created a resource for every classroom to continue to utilize for the new school year related to self-management and self-awareness. Based on the CASEL five competencies, teachers will be trained by our social workers on how to greet students each day and for each class throughout the day, have students check-in using this practical self-awareness tool based on the Zones of Regulation. Teachers will meet with students confidentially to support their needs as noted by their check-in point. Students will become more aware of their own feelings and be supported with strategies to remain calm and ready to learn. Utilizing this basic practice in a continuous, coherent way, with common language will provide the foundation for establishing routines, predictable procedures, and a safe learning environment. Self-awareness and self-management are the foundation to the other CASEL competencies of social awareness, relationship skills, and responsible decision making. At NPHS our school psychologist created a student self-regulation and self-awareness check in tool. (*See Strengths section for links*) We will continue accessing our District SEL website and adding resources for students, families and staff. We will also continue our "Take a Moment Tuesdays" to offer self-care strategies for both students and staff.

We are also continuing to partner with The Equity Institute to deepen our understanding, professional learning, and growth in the area of equity and culturally responsive teaching practices. We are the first district in the state to conduct and complete a Comprehensive Equity Needs Assessment for our 5 Elementary schools. This data was shared with the community and we have revised our current policies based on this feedback to ensure more equitable practices, policies, and protocols in our school district. Each school is incorporating this feedback into school improvement goals. This year we will be conducting a Comprehensive Equity Needs Assessment for our secondary schools. We will then use this feedback to improve both at the school and district level



through the lens of equity. We recognize the value of our diverse student population and wish to celebrate the same through our collaboration with these outstanding organizations.

In addition, we will access the RIDE SEL resources for further supports. We will also refer to SEL resources and research from the CDC - Social - Emotional Climate resources . *Assurances:* Both at the district and school level, we have a crisis response team with school and community stakeholders who will continue to focus on student and staff mental health and wellness. Through these teams, goals are set on how best to support students and staff in maintaining healthy habits including nutrition, exercise, and total well being. Along with our school nurse teachers, school psychologists, counselors and social workers will assess additional, external supports to address staff and students' mental health and wellbeing. Using resources such as The National Alliance on Mental Health and Center for School Mental Health, crisis response teams will have access to screeners for both students and staff. This will enable our school teams to appropriately respond and support both students and staff with strategies, recommendations for outside treatment if needed, and a plan for success. Teams will also establish ongoing reporting protocols for staff to evaluate the physical and mental health status of our students and report concerns. We will also evaluate staff mental health to assess their readiness to return through related surveys and ongoing dialogue. Our crisis teams will also implement a system to continually monitor student needs. In addition, through our crisis teams, we will establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns in a confidential manner.

Reopening Operations

Provide Assurance	Submit Evidence	
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Facilities and Maintenance

X		a. Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X		b. Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X		c. Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.
X		d. Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).

Operations (Budget, Staffing, Scheduling, Food Services)

X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).

X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. <ul style="list-style-type: none"> - Mask requirement (by federal order) - Seating charts, with assigned seats as much as possible - Cleaning schedule - Open windows when safe and feasible
Technology		
X		j. Designate a lead technology point of contact.
X		k. Develop a return to school technology plan.
X		l. Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X		m. Survey families to determine technology needs.
X		n. Develop and revise process for inventory of technology, as needed.
Family and Community Engagement (communication and partnerships)		
X		o. Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.
	X	p. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

Re-opening Operation Plan

ASSURANCES:

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

X	Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.
X	Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.
X	Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.



X	Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).
X	Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)
X	Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)
X	Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.
X	Assess student arrival protocol (school bus drop off, parent drop off, etc.).
X	Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.
X	Designate a lead technology point of contact.
X	Develop a return to school technology plan.
X	Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.
X	Survey families to determine technology needs.
X	Develop and revise process for inventory of technology.
X	Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.

EVIDENCE:

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

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

The Back to School Plan will be reviewed every 5 months (January/June of each calendar school year) through our task force as we evaluate each area as outlined in the plan and described in the introduction. In addition, surveys will be conducted in January and June of



each year from 2022 through 2024 in order to glean all stakeholders' feedback -- students (K-12), parents/guardians, community members, administrators, and teachers/staff.

