Back-to-School Plan
2021-22

Village Green Virtual Charter School

Rochelle Baker, Executive Director
rbaker@vgcs.org
(401) 831-2878

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Executive Director Memorandum for School in SY22

To: School Community, Valued Stakeholders, Fellow RI Educators

From: Rochelle Baker, Executive Director

Re: Back to school on September 9, 2021

Date: August 27, 2021

March 23, 2020 through June 26, 2021 was regrettable and terrifying, and yet memorable and educationally successful. VGV held its school community together through the positve supporting relationships and rapport that were built over mutilple years as a small nuturing school community. We also had a student body, family support mechanisms and a professional faculty which used their 100% cloud-based e-curriculum to its full capacity in supporting mutiple tasks. We held together marvelously and witnessed both personal and continues academic growth during a time of crisis. As a school community, we held it together every day during mutiple opening and closing dates and our results are noteworty and self-actualize RIDE's initial R&D purpose for initiating RI's first "Brick and Mortar Virtual School."

As a school, we stay in constant contact more, supported more and appreciated more; especially with the distress from the volatile Covid-19 pandemic and we only had each other to hold onto and to keep the spirit steady of our school alive. In many ways, the beginning of 2020 closure school were amounst our finest days. Engagement was extraordinarily high, respect for the value of our e-courseware curriculum soared and teaching and learning became more important than ever. More importantly, we greatly missed in-person connnection an awful lot.

VGV saw amazing growth of utilizaton of the curriculum, teacher support and student success became a crucial part of boosting the spirits of the school community. Certainly, we had limited logistical issues such as maintain chrome books, food service distribution and internet via hot spots to figure out. Our wrap around approach enabled the distribution of needed Chromebooks to students in less than 24 hours. Also, the seamless continuity of teaching and learning

consistenly emerged as our greatest strength throughout. We kept our students focused on what they could control and what gave instant performance feedback, and that was curriculum and their learning.

Moreover, our Summer School Learning Loss (SSLL) programming was planned strategically with achievable and targeted 4 weeks of services. Teaching and learning provided highly structured academic and social & emotional resources. There were ample teachers and staff that were committed for a full 6-hour school day. SSLL notices were sent to the families and students inviting the entire school community.   The struggling student's families were engaged and offered a personalized educational agreement. Eighty-six students attended the in-person sessions and enjoyed lunch within their 10 to 12 student assigned POD groups.   The "Fun Fridays" were extremely successful which also embedded team building activities as priority. The SSLL hit their highest academic achievement with students completing over 200 activities during its third week. The final week goal was achieved, completion of current grade course work, resulting in 100% of student matriculation into their next grade level Learning Centers. The SSLL set and achieved these following goals:

1. Ensured that all students can advance to the next grade with all their needed courses passed.
2. Students have a welcome back experience which energizes them for September.
3. Teachers can conclude their courses and meet the new teachers/colleagues class requirements.
4. Provide adequate time for teachers to collaborate and build new skills and to prepare for September.

The consistant professional collaboration and curriculum emerged as being critical to sound mental health. Now, it is time to turn our action towards back-to-school in full in-person teaching and learning on September 9, 2021. As a "bricks and mortar virtual school" …

> We will provide an "in school experience, every day and for every kid."
> We will provide a safe and smart and smooth return.
> We will continue to use the power of our 100% cloud based e-courseware to meet our student's needs, however, it will be back in the bricks and mortar environment.
> We will do whatever it takes to get back to work because our students and teachers need a sense of normalcy above all else.
> We will review our Back-toSchool plan every 6 months for needed modifications.

2. *Vision and Guiding Principles for Back to School*

a. *Five Components*

i. *The core values driving this plan are:*

> 100% return to "Face to Face" (f2f) teaching and learning on September 9, 2021, is a reachable and feasible goal.

Returning can be accomplished safely with planning and community support. Our curriculum and school model facilitate simplified planning in key areas.
Our small school size and non-traditional physical plants make for Covid -19 adaptive environments.
Our proficiency and competency-based e-curriculum models are verified by externally validated performance data. RIDE's goal for VGV, in addition to the creation of a fully e-courseware and non-textbook based school, was that a traditional view of time be subjugated to a proficiency and competency-based system.

ii: Hopes and aspirations for the 2022 SY

Our hopes and aspirations for SY 2021-22 is that we can resume school operations and provide F2F teaching and learning for 100% of our students while maintaining a safe and healthful environment.

It is our hope that the school can help our students and families return to normalcy.

It is our hope that our non-traditional physical plants will actually assist in providing stable environments which ensures mask wearing and social distancing health and safety practices.

It is our aspiration that our sophisticated use of e-curriculum, which is externally designed and validated, as well as mandated by our authorized charter, will continue to expand.

It is our hope that the State Department of Education will recognize that the schools it authorizes with mandated proficiency based and competency-based e-courseware have the ability to produce results without the fetters of a "seat-time" mentality. Student progress is quantified by third party and externally validated metrics on individual performance.

iii. The process of building the plan

The Executive Director sets the process in motion with conceptual and financial plans which created the structure or shell of the plan's thinking. After setting in motion the process, which had been shared with the Board and had developed structures of enrollment and class size, physical plant use and financial accommodations for back-to-school's on-site leadership then engaged the faculty and parents to construct logistical details. Back-to-school planning began on the day which the Commission Memo announced that distance learning would no longer be an option and that schools would open with 100% of their student bodies, with no distance learning opportunity to be offered. The school's Board of Trustees received conceptual plans on the Back-to-School full in-person in advance of RIDE guardrails being published. Once guidance and templates were published by RIDE, the school began to codify its preexisting deep thinking.

iv: Reinforcing the need to be agile and flexible

The concept of an independent charter school having to reinforce its need to be agile and flexible is an oxymoron. As a school with a small size, non-traditional physical plant, charter mandated customizable and externally produced e-curriculum, and a history of abolishing seat-time in exchange for third party validated proficiency for course completion metrics, we embody our industry and sector's desire to be agile and flexible. As an R&D organization, our track record of institutional introspection and rapid mid-course shifting is legendary and fully acculturated. Please read, Inventing School, ISBN 978-0-692-66335-6 (Butler & Pilkington, 2016), Knocking it out of the PARCC, ISBN 978-0-692-80592-3 (Butler & Pilkington, 2016), and A Personalized Learning Framework for Non-thematic Pathways: the VGV high school model, ISBN 978-0-692-86663-4 (Butler & Pilkington, 2017).

https://www.AMazon.com/s?i=stripbooks&rh=p_27%3ARobert+Pilkington+EdD&s=relevancerank&text=Robert+Pilkington+EdD&ref=dp_byline_sr_book_2

v: High level timeline

6/08/21	Discussed Back to School at Board level, Covid-19 Health & Safety Guidance and 2022 SY Calendar Approved
6/14/21	Added 2022 SY Calendar and Health & Safety to school website
6/14/21	Leadership team Summer School Learning Loss (SSLL)
6/16/21	Contacted families regarding SSLL opportunities
6/17/21	RIDE Unified calendar disseminated
6/21/21	Posted SSLL July 6-30 teaching position
6/23/21	Reviewed SSLL weekly schedule
7/06/21	Signed contract for WYSE desk top terminals to switch to Azure
7/07/21	Notified families SSLL outcome and 2022 Back to School
7/14/21	Survey SSLL families
7/21/21	Inventory PPE SY 2022
8/2/21	Receipt of the Guidance, Mitigation Strategies and Back to School Templates from RIDE
8/4/21	Internal discussions and remodeling physical plant capacity
8/6/21	Receipt of ELC Grant form RIDOH Contractor
8/13/21	Submitted RIDE ELC 4 document and Mitigation Plan Strategies

8/17/21 to 8/24/2021	Planned and scheduled on-site Covid-19 Vaccination Clinic
8/24/21	Reviewed Mitigation Plan with RIDOH Contractors
8/27/20 to 8/31/21	Iterative process with fine tuning, formal communication to parents and students regarding 9/9/2021
9/1/21 to 9/08/21	Final preparation to Back to School

3.   *Strengths and Challenges on site of Covid-19*

In many ways, the closure of school by the Governor on March 13, 2020, and varying resuming and delayed school dates continued to be an opportunity for acute school introspection and ongoing improvements. Because we were able to execute both DL and in-person programs with not many disruptions. The school day to day became systems management instead more often than student management. The behavior management and issues such as social media drama and peer to peer and face to face interactions were lessened for longer period of time through our added "distance learning experiences." What was experienced was a structurally and philosophically sound organization with practices that were facile in its use of a high quality and cloud- based e-curriculum via a true blended learning structure.

Our curriculum partners continued to provide access to reports on a deeper level. On a daily basis, data on student achievement became the school's dashboard and activities and course completion rates fluctuated and significantly increasing by the end of 2021 SY.

As a high-tech school (essentially textbook-less and 100% e-curriculum based on day one) we had little challenges in the access or deployment of devices; closing the digital divide impact on our caused by Covid-19 pandemic. Our teachers and students are both 100% fully trained and acculturated to the use of not only our on-line curriculum but also in our use of Google Classroom.

In short, school closure and delayed opening was when our multiple periods of distance learning, became a successful proof point for our brand. It changed the way we think about our use of time, and our definition of productivity within the "brick and mortar virtual school" paradigm. Our charter plan prepared us for these periods of repeated closures or back-to-school delays in unanticipated but now predictive ways.

Neither the school, nor its students, faltered even one day from a lack of continuity of instruction. Teaching and learning were seamless and effective since the onset of SY 2020 closure school through SY 2021.

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.*
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 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 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:
Rochelle Baker	rbaker@vgcs.org
	Cell Phone Number:
	(401) 487-2811

2. Submit COVID-19 Mitigation Strategies by August 13, 2021, to 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.

To access VGV Back-to-School Plan click on www.vgonline.org.   Plan is subjected to potential 6-month adjustments.

To access VGV Covid-19 Health & Safety Plan,
https://vgonline.org/wp-content/uploads/2021/08/VGV-C19-Health-and-Safety-for-2021-2022-8-13-21.pdf

Mitigation Strategies for SY 2021-22

Masking

1	Will you have a universal masking policy?	Yes – all students and staff required to wear		
If you selected option 2 or 3, what will your policies be for the below:				
2	Unvaccinated students	Required		
3	Vaccinated students	Required		
4	Unvaccinated teachers/staff	Required		
5	Vaccinated teachers/staff	Required		

Symptom Screening

6	What kind of symptom screening will your school conduct for students, teachers, and staff?	Virtual Screening	"Stay at home when sick" policy	Daily home screening	
7	If "Other", please explain.	Open Text Field			
8	How will you implement and effectively monitor symptom screening?	School nurse and CNA will be asked all person to attest to their home screening outcomes and present Crush Covid 19 mobile application results/screens upon entry daily.			

Physical Distancing

Per state guidance, the recommended physical distancing is:

Vaccination Status	Physical Distance Recommendation
Eligible Age Group (7th grade - High School)	Not required
Ineligible Age Group (Elementary – 6th grade) without Stable Groups	Recommend at least 3 feet, especially while students are dining without a mask indoors.
Stable Groups	Not required; Recommend at least 3 feet between stable groups for indoor activities in shared spaces.

9	What level of physical distancing will you implement indoors for:					
9a	Stable Groups (Where Applicable)		3 up to 6 feet			
9b	Vaccine Eligible Groups in High School		3 up to 6 feet			
9c	Vaccine Ineligible Groups in Middle School without stable groups	NA	NA			
9d	Age groups in Elementary School without stable groups	NA	NA	NA		
10	Can you confirm that you will adhere to recommended CDC guidance and not implement cohorts according to vaccination status?	Yes				
11	Will you implement cohorts?\n\nSelect all that apply.	Yes – High School				

Testing
The different types of testing strategies are:
1. **Symptomatic testing:** It is strongly recommended that schools test students and staff members who have COVID-19 symptoms.
2. **Outbreak testing:** In the event of a spike in positive cases, RIDOH will provide staffing and resources to conduct on-site PCR testing.
3. **Routine Asymptomatic Testing:** Schools monitor transmission data to determine what level of asymptomatic testing is recommended.

For further testing guidance, visit the CDC website: Testing Strategies for COVID-19 Prevention in K-12 Schools

	Low Transmission	Moderate Transmission	Substantial Transmission	High Transmission
Case Threshold* *Cases / 100K in the past 7 days*	0 – 9	10 – 49	50 – 99	100+
CDC Recommendations: *All Students*	No testing required	Expanded screening testing of students once per week	Expanded screening testing of students once per week	Expanded screening testing of students once per week
RI Proposed Recommendations: All Students	**No testing required**	**No testing required**	**25% of non-vaccinated individuals surveillance program per week**	**50% of non-vaccinated individuals surveillance program per week**
CDC Recommendations: *Sports (High-risk vs. Low/Intermediate)*	Test once per week	Test once per week	High-risk: twice per week Low/intermediate-risk: once per week	High-risk: twice per week Low/intermediate-risk: once per week

Case rates tracked at the municipal level

11	Are you planning to implement opt-in parental consent to testing which would be obtained at the start of school and remain for the duration of the academic year? *RIDOH will offer support to implement.	Yes, consent forms will be made available on VGV website via VGV SIS-Alma and US Postal systems in 2 Languages, English, and Spanish.				
12	What will the frequency of asymptomatic surveillance testing be when there is: *See table above.					
12a	Low Transmission	Weekly				
12b	Moderate Transmission	Weekly				
12c	Substantial Transmission	Weekly				
12d	High Transmission	Weekly				
13	Where will you offer outbreak and symptomatic testing?	On-site				
14	Will you offer testing for symptomatic individuals?	Yes – Both BinaxNOW Rapid and PCR				
15	If No how do you plan to connect a symptomatic student with testing?	Open text field				
16	If offering BinaxNOW Rapid	Will require families to provide results of a follow up PCR test before returning to in-person school.				

	only for symptomatic individuals with negative test results, how will you ensure a confirmatory PCR test is scheduled?					
17	What opt-in testing support will you need?	Hire additional staff/CNA with ELC funds	Incentivize existing staff using ELC funds	State-Delivered Testing Support	State support in establishing lab connections for test results	
18	If you selected one of the options above, please provide more details (i.e. your HST model, incentives for current staff, etc.)	Will hire CNA with ELC funds to support school RN utilizing the required BinaxNOW Rapid or PCR testing. Also, school nurse will train 2 additional school leaders both testing protocols.				

Quarantine

Per state and CDC guidance, the definition of a close contact for students is: In most instances, those who have been within 6 feet of a confirmed case for greater than 15 minutes will be deemed a close contact. As a result, a
reduction in spacing between individuals will likely lead to the identification of more close contacts if there is a positive case within the classroom.

Quarantine Guidelines:
•Unvaccinated students who were within 0 to 3 feet of the infected student in an indoor classroom for a total of 15 minutes over a 24-hour period must quarantine.

•Unvaccinated students who were within 3 to 6 feet of an infected student in an indoor classroom for a total of 15 minutes over a 24-hour period do not need to quarantine IF:
 •Both students were masked correctly and consistently and

 •The school follows the State's most recent guidance on ventilation; and

 •One or more additional K–12 school prevention strategies were in place, including but not limited to:
   •Screening daily for symptoms
   •Routine asymptomatic testing when recommended
   •Handwashing and respiratory etiquette

- Cleaning and disinfection protocols in place
- Ventilation is maximized
- Promoting vaccination
- Screening testing to promptly identify cases, clusters and outbreaks
- Staying home when sick and getting tested
- Contact tracing, in combination with isolation and quarantine

Take this into consideration when answering the quarantine questions below.

*This is based on current CDC guidance, which may change.

19	If RIDOH does not have the ability to mandate a state-wide quarantine requirement, what quarantine period will you implement?		7 Days, with testing (Recommended)	10 Days, No Testing	
20	Will you require unvaccinated close contacts to quarantine?	Yes			
21	Will you require vaccinated close contacts to quarantine?		No		

Vaccination

22	Have you previously worked with RIDOH to provide vaccines?	Yes			
23	Will you offer an opt-in submission of students' vaccine status to inform mitigation policies?	Yes			
24	If yes, explain how you collect and record statuses.	School nurse will collect data from KIDSNET.			
25	Have you scheduled a state-run vaccination clinic in your district for SY21-22?	Yes			
26	If yes, at what location(s) will you hold it?	204 Westminster Street, Providence, RI 02903			
27	Who do you expect to be present at the clinic?	Students	Teachers/Staff	Families	
28	Are there any schedule considerations as far as student attendance that RIDOH needs to be aware of for scheduling? (First day of school, arrival/dismissal time, other logistics and timing information	The 12th Grade class will be dismissed early at 12:30 pm on both days, Friday 9/17 and 10/8 after lunch. Vaccination clinic will be scheduled from 2:30 pm to 4:30 pm.			

	that could impact a vaccination clinic)				
29	How will you promote vaccination among teachers, staff, families and eligible students?	Provide information about COVID-19 vaccination on VGV Alma (SIS) system, US mail home flyers and posted on social media platforms.	Encourage vaccine trust and confidence provide updated CDC and FDA information.	Establish policies and practices that make getting vaccinated easy and convenient in the Board approved VGV 2021-22 Covid-19 Health and Safety Guidance.	
30	Based on your response above, please provide more information regarding your plan to promote vaccination.	Vaccination recent FDA approved information will be presented teachers and staff during professional development by school nurse, Kathy St. Lawrence. Families and students will be notified via posting on school website, student information system (Alma) and 2 VGV social media platforms (Twitter and Facebook) frequently.			

Cleaning, Disinfection and Hand Hygiene

31	Confirm that you will adhere to CDC cleaning, disinfection, and hand hygiene guidance. Visit CDC website for further details.	Yes			
32	Describe your plan to follow CDC cleaning, disinfection, and hand hygiene guidance	School will utilize the CDC Guidance for cleaning, disinfecting, and hand hygiene three tier protocol. Varying levels of cleaning, 1. Standard daily cleaning high touched surfaces. 2. Probable case disinfected deep cleaning of entire space. 3.			

		Confirmed positive case deep cleaning and disinfecting fogging entire space.

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.*

Foundational information required for the reader to better understand VGV's reopening plan relative to this "Instruction" section: Village Green Virtual Charter High School (VGV) first opened its doors in September 2013 chartered to develop and implement a four-year high school program of study using a full e-curriculum delivery system (Edgenuity). In essence, VGV is a bricks-and-mortar school with a virtually delivered curriculum. Students are required to physically attend school every day for face-to-face with their teachers, but their assigned courses and virtual desktop are accessible 24/7 — 365 days a year anywhere in the world that there is internet access. The VGV teacher's role is part data analyst and skill gap interventionist—it is the teacher's job to help their students successfully progress through their Edgenuity courses. VGV students quickly become acclimated to online learning in the first few weeks when they begin in Grade 9.

All Edgenuity courses are competency based. Students cannot progress to the next lesson unless proficiency has been demonstrated by achieving a minimum grade of 80% on lesson quizzes. All courses are designed with a framework consisting of several Units that each contain several lessons with each lesson containing several activities. Every lesson has a quiz, every Unit has a Unit Test, and every course has a Cumulative Exam.

The Edgenuity platform provides real-time student performance data that includes: course start date, date of first graded activity, course end target date, number of days off task, number of minutes off task during the day (i.e., idol time), the target for the percent of course that should be completed, the actual percent of course completed, and the current grade in the course. Every VGV teacher and administrators has an educator account and has access to this student data 24/7 from their smart devices, laptop, etc.

The student's overall grade for an Edgenuity course is a combination of the Edgenuity graded assignments/assessments (60%); and supplementary/supplanted teacher generated assignments/assessments (40%). Every student must complete 100% of the assigned coursework in order for the course to be marked "complete" and course credit awarded.

On December 14, 2016, VGV beta launched its propriety software innovation, the "VGV Group Snapshot Program" which has been used ever since. The program allows the designation of specific groupings of students of interest (e.g., every teacher's class enrollment, special population groupings such as MLL, IEP, and 504 students, and Learning Center (LC) enrollments) The program automatically extracts pertinent student data directly from the Edgenuity platform and converts it into a one-page color-coded printout of the specific group of students with individual student performance metrics listed in rows. The program output is referred to as a "Snapshot." Each student's row of data contains a color-coded cell that designates a course

pacing status as to whether the particular student is on pace, ahead of pace, or behind pace for completing the course by the designated course end date. The Snapshot also includes the percentage of the students and student names deemed "at risk" in the teacher's class because they are significantly behind pace and candidates for immediate intervention.

Snapshots are generated weekly by the Data Manager for every teacher's classes and other groupings of interest. A copy of each snapshot is distributed to the respective teachers and administration. The primary purpose of the Snapshot is preventing any student from falling through the cracks by identifying students who are at risk of failing and quickly implementing intervention plans. The teacher teams review their snapshots in a Collaboratory format during weekly team meetings and discuss actions required, if any for individual students. A copy of every snapshot generated is posted on the fourth floor outside the Administration offices and electronic copies saved.

Every new incoming student to VGV is assessed using the NWEA (Northwest Evaluation Association) MAP Reading and Mathematics assessments to provide a baseline for where each student is academically at relative to grade level in the tested content areas of reading and mathematics. The MAP Reading assessment includes a Lexile reading ability measure which is used for PLP qualification decisions. In addition to the MAP Mathematics assessment, every incoming student is assessed with VGV's own developed "Diagnostic for a Personalization Math Intervention." These two math assessments help inform class placement, course customization, and personalized intervention decisions. For example, every student with identified skill gaps in algebra is assigned a custom-built Math Lab course that runs concurrent with their program of study math course. The custom-built course is personalized to the specific student and is created by drawing from bank hundreds of Edgenuity math lessons spanning grades 6–12 and building the personalized course lesson by lesson for the specific student. VGV employs two math interventionists (one for grades 9 and 10 and one for grades 11 and 12). In collaboration with the math teacher, the math interventionist works with students, supporting them as they progress through their Math Lab course as well as their core math course when and if support is needed.

VGV administers the NWEA MAP Reading and Math assessments to all students every fall and spring each school year as a means of a longitudinal measurement of student achievement across their four-year VGV learning experience.

Assessments also administered include the State's PSAT, SAT, NGSA (Science), and ACCESS (MLL) tests. Further, other assessments are those provided in Vocabulary.com—a subscription platform used by VGV as a schoolwide initiative; and Khan Academy—used by VGV as its primary PSAT and SAT test preparation resource.

Another VGV Innovation is the student "Grad-Tracker" first introduced in the second year of operation (2014-2015) as the "VGV Living Transcript." It's a one-page document that serves two major purposes: (1) a blueprint of a student's projected four-year program of study (i.e., courses required to complete for graduation); and (2) a record of courses completed, and credits awarded.

VGV's full 5-day in-person includes:

- All incoming new students to VGV will be administered the NWEA MAP assessments in Reading and Math along with administering VGV's own "Diagnostic for a Personalization Math Intervention." These assessments will be administered in-person within the first week of on-campus attendance. The student performance results will inform the class enrollments as well as the creation of interventions to close skill gaps (e.g., creation of personalized Math Lab courses). As in all past years, the NWEA MAP assessments will be administered to all students in-person at least in the fall and spring and additionally, to select students at any time during the school year when needed. The NWEA MAP assessments cannot be administered remotely at home due to test security issues.

- As in the past two years, all VGV teachers, including interventionists, are required to use Google Classroom as a means of communicating with students including creating classes, distributing assignments, grading, and sending feedback—all in a paperless way.
  All teacher generated assessment related student tasks such as test prep materials, study guides, quizzes, etc. will be communicated to students through the teacher's Google Classroom—whether remote or in-person.

- During the first week of September, all VGV teachers will be provided VGV's expectations for Google Classrooms. (Reference Document No. VGV-TR-1016-R_TBD) for review during formal PD scheduled to begin August 30. This PD includes VGV's requirements/expectations for schoolwide usage of Google Classroom and associated apps (e.g., Google Forms). Google Forms offers the ability to create assessments that can be automatically graded which will (1) reduce teacher contact with student hand-written work in the in-person scenario; and (2) free up teacher time for more productive work related to student achievement in both the remote and in-person scenarios.

- All VGV teachers will be required to use the VGV Universal gradebook for the 40% portion of the student's overall course grade. Further, all teachers will use five common buckets and grade weights as follows: Classwork (37.5%).
  High Intensity Assignments (25.0%); Lower Intensity Assignments (12.5.0%); Writing Assignments (12.5%); and External Platforms (12.5%)—whether remote or in-person.

- All state assessments (i.e., PSAT, SAT, NGSA, ACCESS) cannot be remotely administered as the state and College Board do not offer a remote option at this time. All of VGV's state assessment preparation courses will be accessed through Google Classroom—whether remote or in-person.

- Snapshots of all teacher classes will be produced and distributed by the Data Manager each week to the respective teachers and all administrators. The Snapshots contain individual student performance data and identifies students "at risk" and candidates for immediate interventions (as has been done pre-closure).

- Snapshots will be created by the Data Manager each week for each of three Special Populations grouping of students, specifically: MLL, IEP, and 504. Like all of the teacher class

Snapshots, the Special Population Snapshots contain individual student performance data and identifies students "at risk" and candidates for immediate interventions. These Snapshots will be distributed to the Director of Special Populations, appropriate teachers (i.e., Special ed, MLL), and the Director of Teaching, Learning, and Research.

- If distance learning is needed, teachers will use Google Meet.

- **Specific to the MLL teacher responsibilities related to teaching, learning, and assessments:**

  During the summer of 2021, VGV completed construction of its new Multilingual Research Lab (MRL). This new classroom will be the site of a year-long research project to be conducted during the 2021-2022 school year by Dr. Butler (Director of Teaching, Learning, and Research.) All VGV MLL students will receive instruction/support everyday by the same MLL/ELA teacher for their Edgenuity ELA coursework and ACCESS test preparation. The goal of the research is to determine whether a significant increase in contact hours with an MLL teacher will produce statistically significant growth as determined by student performance on the ACCESS assessments. Further, evidence-based Academic Language and Literacy instruction based on the SIOP model will be integral to the study.

  The basic MLL teacher responsibilities/duties:

  1. Meet teacher teams to share strategies and methods on how to provide scaffolded instruction primarily in the core content areas.

  2. Collaborate with teacher teams to create a rich language environment where all students can learn academic English through a strong focus on academic vocabulary.

  3. Collaborate with teachers when projects, exam reviews, and/or other important assignments are due.

  4. Determine the degree to which each MLL student needs support so that MLL support time can be optimized for those most needy.

  5. Submit an "end-of-the-week" report that provides a list of students met with and a brief summary of the support for the student(s) to Data Manager (cc. Administrators).

  6. Co-Administer the ACCESS assessment during the month of January to all MLL students.

  7. Participate in the ELL consortium as needed.

  8. Notify the MLL Administrator when there are concerns regarding individual students' progress.

  9. Attend a bi-weekly Special Populations Team meeting with the MLL Administrator.

  10. Routinely communicate with parents.

Reporting Relationships & Direction/Guidance:
The MLL teacher reports to the Director of Special Populations.

- **Specific to the Special Ed teachers' responsibilities related to assessment:**
  Basic Function: Collaborate with teachers so they can provide developmentally appropriate instructional support for classroom teachers tailored for the individual student's needs/accommodations as defined in the student's IEP.

  Duties:
  1. Meet teacher teams to share strategies and methods on how to provide scaffolded instruction primarily in the core content areas.

  2. Collaborate with teachers when projects, exam reviews, and/or other important assignments are due.

  3. Review Snapshots to ensure IEP and 504 students are meeting expectations and implement interventions if needed.

  4. Determine the degree to which each MLL student needs support so that MLL support time can be optimized for those most needy.

  5. Meet with students individually or in a small group/workshop/Academic Support Center to provide targeted instruction in identified areas with skill gaps.

  1. Submit an "end-of-the-week" report that provides a list of students met with and a brief summary of the support for the student(s) to Data Manager (cc. Administrators).

  7. Customize/personalize courses and related assessments when needed.

  8. Co-administer the state assessments during the school year.

  9. Notify the Special Populations Administrator when there are concerns regarding individual students' progress.

  10. Attend a bi-weekly Special Populations Team meeting with the Special Populations Administrator.

  11. Share the IEP related schedule and materials during Team meetings.

  12. Participate in IEP meetings.

  13. Routinely communicate with parents.

  Reporting Relationships & Direction/Guidance:
  The Special Ed. teachers report to the Special Populations Administrator.

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.

> The VGV data Manager will generate snapshots of every teacher's classes.
>
> Specific snapshots will be generated weekly for VGV Special populations, specifically for all MLL, IEP, and 504 students.
>
> The Special Ed. teachers have extensive Edgenuity platform permissions beyond those permissions granted to all but a few of the workshop teachers. This is done to allow the Special Ed. teachers to adjust the content, content order, and/or pacing to meet the individual's needs.
>
> The two math interventionists provide the main means for reteaching students with skill gaps in math.
>
> Whenever possible, students are ability grouped based on their NWEA MAP RIT scores in Reading and Math.
>
> - **MLL teacher responsibilities related to learning loss:**
>
>   1. Meet teacher teams to share strategies and methods on how to provide scaffolded instruction primarily in the core content areas.
>
>   2. Collaborate with teacher teams to create a rich language environment where all students can learn academic English through a strong focus on academic vocabulary.
>
>   3. Collaborate with teachers when projects, exam reviews, and/or other important assignments are due.
>
>   4. Submit an "end-of-the-week" report that provides a list of students met with and a brief summary of the support for the student(s) to Data Manager (cc. Administrators).
>
>   5. Co-Administer the ACCESS assessment during the month of January to all MLL students.
>
>   6. Participate in the ELL consortium as needed.
>
>   7. Notify the MLL Administrator when there are concerns regarding individual students' progress.
>
>   8. Attend scheduled Special Populations Team meeting with the MLL Administrator.
>
>   9. Share the MLL student performance updates during Team meetings.
>
> - **Specific to the Special Ed teachers' responsibilities related to learning loss:**
>
>   1. Meet teacher teams to share strategies and methods on how to provide scaffolded instruction primarily in the core content areas.

2. Collaborate with teachers when projects, exam reviews, and/or other important assignments are due.

3. Review Snapshots to ensure IEP and 504 students are meeting expectations and implement interventions if needed.

4. Meet with students individually or in a small group/workshop/Academic Support Center to provide targeted instruction in identified areas with skill gaps.

5. Customize/personalize courses and related assessments when needed.

6. Co-Administer the state assessments during the school year.

7. Notify the Special Populations Administrator when there are concerns regarding individual students' progress.

8. Attend a bi-weekly Special Populations Team meeting with the Special Populations Administrator.

9. Share the IEP related schedule and materials during Team meetings.

10. Participate in IEP meetings.

11. Routinely communicate with parents.

Specific to the Five LEAP Absolute Priorities:

1. Daily parent contacting if student is absent.

2. All VGV students are assigned to advisories that meet every morning.

3. Universally screen all students are align resources to needs.
   ● NWEA Map assessments are administered for academic status.
   ● Social/Emotional screening is done with parent consent.

4. Grade level LC teams meet at least once a week

5. Every student has a Chromebook and internet access.
   The Edgenuity platform is accessible to students 24/7 anywhere in the world that has Internet access.

Remediation and Intervention

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.

All incoming new students to VGV will be administered the NWEA MAP assessments in Reading and Math along with administering VGV's own "Diagnostic for a Personalization Math Intervention." These assessments will be administered in-person within the first week of on-campus attendance. The student performance results will inform the class enrollments as well as the creation of interventions to close skill gaps (e.g., creation of personalized Math Lab courses). As in all past years, the NWEA MAP assessments will be administered to all students in-person at least in the fall and spring; and additionally, administered to select students at any time during the school year when needed.

All students' academic performance is monitored daily by their teachers and monitored weekly by the publication of Snapshot reports of every teacher's classes. The Snapshots automatically identify students "at risk" and initiate a process of teacher teams collaborating on the next steps for interventions for each at-risk student they are responsible for.

All student performance data is digitally stored in VGV's proprietary "Dundas" platform. The platform allows for displaying infographics of schoolwide, class, sub-group, and individual student data.

Two math Interventionists (one for grades 9 and 10, the other for grades 11 and 12) work with students who have fallen behind or are struggling with topics in their regular core math course. Also, the math interventionists are responsible for keeping those students who have been assigned a personalized Math Lab course on pace for completing the course in a timely manner.

The school's MTSS team meets once a week to review student data and intervention progress.

The MLL teacher and two Special Ed. teachers, under the direction of the Director of Special Populations, meet each week. They monitor student performance on Edgenuity, review NWEA MAP assessment data, state testing data, and teacher recommendations for purposes of entrance and exit decisions regarding interventions/additional services.

With regards to identifying students with potential Social/Emotional issues:

A full time certified social worker supports students with social/emotional issues. This is in addition to two other full-time VGV educators certified in this area.

Since 2015, typically in the late fall of every school year, the VGV "Confidential Connection Survey" is administered to all students and teachers.

The following description of the process is excerpted from: *Inventing School: The Bricks and Mortar Asynchronous e-Learning RotoFlex Blended Learning Model* (Butler, 2016):

As part of our Multi-Tiered Systems of Support (MTSS) that includes addressing the social-emotional domain, is a "Confidential Connection Survey." We have adapted this survey from the extensive original work developed by Burrillville High School in Harrisville, Rhode Island and introduced to schools in the state around 2011-2012 (Fleming & Pristawa, 2012).

Briefly described, there are two one-page surveys—one for students and one for the adults in the building. The purpose of the student survey is to ensure that every student in the building has at least one adult in the building that they feel they have a connection with. Fleming and Pristawa, (2012) state: "Having one adult connection in life is considered a protective factor for adolescents (e.g., Werner & Smith, 1989)." The purpose of the adult survey is to possibly link those adults who identify students they feel they have a connection with to students who feel they have no adult connections.

Both student and adult participants are required to identify themselves by writing their name at the top of the page. However, the surveys are treated as highly confidential and the completed survey is folded in half and placed in a provided large envelope by the participant. Only the Connection Survey Administrator or designated Data Analyst are allowed to view the completed surveys after they are collected. Should any student refuse to participate, they are simply asked to write their name on the survey. The survey is marked "refused" and placed in the collection envelope. There is no punishment for "refused" but the mere act of the student refusing supports further investigation for a possible underlying social-emotional problem.

The "Student Confidential Connection Survey" consists of two parts: In Part 1, each student is asked to list any adults (up to three) in the building with whom they have a good personal connection (i.e., people you can trust, you know care about you, and you feel you can talk to if you have a problem). The adults to consider may be a teacher, administrator, counselor, secretary, custodian, staff member, etc. If a student does not feel they have any adult in the building that they have a connection with, they are asked to place a checkmark in the box provided.

In Part 2, the students are asked to list any peers/classmates (up to three) in the building with whom they have a good personal connection (i.e., peers you can trust, you know care about you, and you feel you can talk to if you have a problem). If a student does not feel they have any peer/classmate in the building that they have a connection with, they are asked to place a checkmark in the box provided.

The "Adult Confidential Connection Survey" is administered to all adults in the building. Briefly stated, each adult is asked to list up to six students in the building that they feel they have a good personal connection with (i.e., students who seek your advice/guidance for personal or academic matters). For teachers, the students may not necessarily be current students in their classes.

The highest "at risk" students would be those that report they have no adult or peer connections. For these, the adult surveys are reviewed to see if a match can be made. Again, the goal is that every student should have at least one adult in the building that they feel they have a connection with as well as peers they feel they can connect with. In the most problematic case where a student perceives no adult or peer connections and no adult survey responses match, school counselor meets with the student and an intervention is often implemented.

In past years at a previous school, I have administered the surveys school-wide in late fall to allow for incoming students and new staff hires to develop relationships.

curriculum delivery system and teacher roles between the extreme blended learning VGV model and a traditional high school, the breakdown of student perceived relationships is very comparable.

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.

The Closure Distance Learning Student Surveys

Two snapshots of VGV student attitudes towards their distance learning experience (LX) via anonymous surveys were planned—one approximately 27 instructional days into Closure which began on March 23, 2020, and a final one administered during the last three days of the school year:

1. Mid-Closure Anonymous Student Survey – nine questions
   (Administration window: April 28–May 4)

2. End-of-Closure Anonymous Student Survey – 12 questions
   (Administration window: June 15–17)

Three Main Objectives of the Surveys:

To assess the overall feelings/attitudes of students toward their distance learning experience midway through the anticipated length of school closure and at a point near the end of the school year.

To assess the students' perception of distance learning support from their teachers midway through the anticipated length of school closure and at a point near the end of the school year.

To assess what degree has technology been a detriment to the students' learning midway through the anticipated length of school closure and at a point near the end of the school year.

Survey Question/Choices Structures

The web-based surveys consisted of a total of nine multiple-choice type questions on the Mid-Closure Survey and a total of 12 multiple-choice questions (original nine plus three added) on the End-of-Year Survey. Possible responses to Question numbers 2, 8, 9, and 12 were based on a 5-point Likert Scale. The survey was constructed using a Google Form so that the responses could be automatically organized in a spreadsheet when received. The survey link was provided on all 218 students' Edgenuity dashboard. The survey did not request the student's first or last name and thus was considered anonymous.

Survey Results

A formal report of the Mid-Closure Survey results was released on May 11, 2020, as:

"VGV's Mid COVID-19 Pandemic School Closure: Student Survey Results on Distance Learning" (Document No. VGV-TR-1014-R051120) by Dr. John D. Butler, PhD., PE

The End-of-Closure Survey results will be included in the Author's comprehensive final report on VGV's entire experience dealing with the COVID-19 school closure: Release date: TBD (estimate: mid-August):

A partial summary of findings to be reported in the final report include:

- The difference between Closure average attendance (89.0%) and Pre-Closure average attendance (90.3) was not statistically significant (p = .08401) at the p < .05 level. The overall attendance for the complete 2019-2020 180-day school year was 90.1%.

- The average attendance percent during the 54-day Closure and during the 126-day Pre-Closure were higher than the similar time frames of both previous years (2018-2019 and 2017-2018).

- The 218 VGV students in 2020 completed 68,979 externally validated Edgenuity activities during the 54 instructional days of COVID-19 related school Closure. This number far exceeded the same 54-day time frame of 2018 (46,301 activities) and 2017 (54,816 activities)

- There was a positive increase in students' feelings toward their distance learning experience between the Mid-Closure and End-of-Closure surveys (increased from 90.4% to 94.5%). Students who responded with "poor" or "very poor" decreased from 9.6% to 5.5% between the Mid-Closure and End-of-Closure surveys.

- When asked about which of three re-opening models they would prefer, 32.7% of the students would like to attend school full time as it was before Closure; 41.8% of the students wanted a hybrid model where half the time is in school face-to-face and the other half of time is distance learning from home; and 25.5% of the students wanted to continue with distance learning full time from home.

- Sixty percent of the students felt they had learned as much (or more) distance learning during Closure than they did attending school every day.

- Eighteen percent of the students reported that their homelife was negatively affected with frequent stressful situations during the day during Closure.

- The 2019-2020 school year of COVID-19 Closure had the highest number of Edgenuity activities completed compared to the two previous years for the respective time frames of Closure and Pre-Closure.

- When asked if the special report cards sent out every two weeks during Closure helped motivate students, one out of three (32.7%) students agreed or strongly agreed.

- VGV calculates a Customer Satisfaction Rating (CSR) whereby the students are treated as customers and the VGV instruction is the service. From the Mid-Closure Survey, the CSR was 90.4% and increased to 94.5% on the End-of-Closure Survey.

Note: Included in the final report, are numerous collections of feedback from stakeholders that include, administrators, teacher leader, teacher, students, and families.

3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	

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

Mrs. Shebna Wagnac, LCSW will survey students, teachers, and staff school-wide regarding social and emotional needs on a bi-weekly to ensure the appropriate health services are being provided and supported.   Terrell Sherman, MSW will aide in the identifying and referring students and staff to Shebna.

Shebna and Terrell will partner with 3 external agencies, 1) A Leadership Journey, 2) Sojourner House, and 3) Valiant Arts Wellness Programs. All three programs will be implemented early October. Students will be scheduled to participate 2 to 3 days week after school on-site utilizing the Bellmont Room for activities. The programs objectives will be to focus on students' self & emotional care and needs. Shebna will be coordinating a parent informational event the Tuesday, September 21, 2021.

Shebna will be lead regarding monitor staff who need to work directly with Coastline EPA agency to ensure adequate social and emotional health services are being accessed and utilized.

Both, Shebna and Terrell will be active participant in VGV CARES Team.

Reopening Operations

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

X		e. Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)
X		f. Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).
X		g. Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff
Transportation		
X		h. Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).
X		i. Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed. - 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 exciting 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.

VGV Administration and Leadership Team will monitor and review Back-to-School plan on a month-to-month basis. The review task will be responsible for collecting and incorporate feedback from all stakeholders (teacher, student, and parents). Also, we will utilize data from

Dundas BI a state-of -the-art platform that visually presents creation of sharing students' overall performance outcomes dashboards, Alma (SIS) system monitoring students' attendance and social and emotional needs & outcomes, Edgenuity our e-curriculum providing students real-time academic status and growth and Google Classroom for efficiency usage of social emotional learning supports outcome.

Monthly performance data will be compiled and distributed via the Data Manager providing an internal and external relevant comprehensive data reports. Our Edgenuity e-curriculum, initial school design practices have promoted VGV's ability to excel under extreme dislocations caused by COVID-19 during school closure and will support Back-to-School plans too.

Monthly Back-to-School Plan (BTSP) reviewing task (9/9/21- 9/1/2024)

The 5 LC Teaching Teams will meet bi-weekly to review the efficiency and effectiveness of VGV Back-to-School Plan regarding school-wide weekly instructional and operational performances. The Teams will be composed of a designated Academic Deans, Social Workers, and 3 Special Population Case Manager and school nurse.

Each Teams will document their meeting reviews data into an internal Google drive file folder, (Back-to -School Plan Review Folder), on the last Wednesday of month, starting 9/29/2021 through 9/1/2024.

Deans will survey parents twice a year and include the results in meeting notes.

Administration Team will review the Back-to School folder monthly and make amendments as needed to the current the BTSP.   Executive Director will be revised BTSP as needed and update website copy by the last Friday of the 6th month until September 2024.

Families will be notified regarding modification to all potential sections in the existing BTSP. via Parent Meeting and school SIS Alma written notification.

Administration will use Teaching Team reports and family survey result data to continuously review the Back-to School Plan every 6 months starting in March 2022, September 2022, May 2022, April 2023, September 2023, January 2024, June 2024, through September 2024.

All BSPD will be added to regularly scheduled Board Agenda as old business for review and open discussion.

Appendix A

10th Grade	Monday		Tuesday		Wednesday		Thursday		Friday	
	Front	Back	Front	Back	Front	Back	Front	Back	Front	Back
8:30 -9:00	Advisory									
9:00-9:50 Susan Prep	History ELA/Math 5	Math 4	History ELA/Math 2	Math 4	History ELA/Math 4	Independent	History ELA/Math 5	Math 4	History ELA/Math 3	Independent
9:50-10:00	Break									
10:00-10:50	ELA 5	Math 3	ELA 5	Math 3	ELA 2	Math 5	ELA 5	Math 3	ELA 2	Math Help/NRF
	History ELA/Math 1 ELA/Math 2		History ELA/Math 6		Science ELA/Math 4 ELA/Math 5		History ELA/Math 4 ELA/Math 6		History ELA/Math 1 ELA/Math 3	
10:50 - 11:00	Break									
11:00 - 11:40	Independent	Independent	Independent	Independent	Independent	Independent	Independent	Independent	Independent	Independent
11:40-12:00	Lunch									
12:05-12:50	Independent	Math 1	Independent	Math 5	Independent	Math 1	Independent	Math 1	Independent	Math 5
12:50-1:00	Break									
1:00-1:50	ELA 1	Math 6	ELA 4	Math 6	ELA 4		ELA 1	Math 6	ELA 4	Science ELA/Math 1
	Science in the Belmont Room ELA/Math 4 ELA/Math 5		Science in the Belmont Room ELA/Math 3 ELA/Math 2		Science in the Belmont Room ELA/Math 3 ELA/Math 2					
1:50-2:00	Break									
2:00-2:50	ELA 3	Math 2	ELA 2		ELA 3	Math 2	ELA 3	Math 2	ELA 1	
	■■■		Science, ELA/Math 1, ELA/Math 6		■■■		■■■		■■■	
2:50-3:30					■■■				Independent/Fun Friday	

*Blacked out slots indicate the Belmont Room is unavailable for use.

Appendix B:

11th	Monday		Tuesday		Wednesday		Thursday		Friday	
Time	Front	Back	Front	Back	Front	Back	Front	Back	Front	Back
8:30 -9:00	Advisory									
9:00-9:50	ELA 5	Math 6	ELA 4	Math 2	ELA 5	Math 6	ELA 5	Math 6	ELA 4	Math 2
	History in the Belmont Room (ELA/Math 4 ELA/Math 3)		History in the Belmont Room (ELA/Math 5 ELA/Math 6)		History in the Belmont Room (ELA/Math 1 ELA/Math 2)		Science in the Belmont Room ELA/Math 4 ELA/Math 3)		Science in the Belmont Room ELA/Math 6 ELA/Math 5)	
9:50-10:00	Break									
10:00-10:50 Amy prep	History ELA/Math 4	Math 5	History ELA/Math 2	Math 5	History ELA/Math 3	Math 4	History ELA/Math 1	Math 5	History ELA/Math 5	Independent
10:50 - 11:00	Break									
11:00 - 11:50 Manny prep	ELA 1	Independent	ELA 1	Independent	Independent	Science ELA/Math 1	ELA 1	Independent	Independent	Science ELA/Math 2
11:50 - 12:10	Independent (can be used for MLL)	Independent	Independent (can be used for MLL)	Independent	Independent (can be used for MLL)	Independent	Independent (can be used for MLL)	Independent	Independent (can be used for MLL)	Independent
12:10 - 12:30	Lunch									
12:30 - 1:00	PLP	Independent	PLP	Independent	PLP	Independent	PLP	Independent	PLP	Independent
1:00 - 1:50	ELA 3	Math 2	ELA 3	Math 1	ELA 4	Math 1	ELA 3	Math 1	History ELA/Math 6	Math 4
1:50-2:00	Break									
2:00-2:50	ELA 2	Math 3	Independent	Math 4	ELA 2	Math 3	ELA 2	Math 3	ELA Help/NRF	Math Help/NRF
	Science ELA/Math 1 ELA/Math 4		Science ELA/Math 5 ELA/Math 6						Science ELA/Math 2 ELA/Math 3	
2:50-3:30	History Help/NRF	Science Help/NRF	ELA Help/NRF	Math Help/NRF			History Help/NRF	Science Help/NRF	Independent/Fun Friday	

*Blacked out slots indicate the Belmont Room is unavailable for use.