



BLACKSTONE VALLEY PREP

Preparing every scholar for success in college and the world beyond.

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1. Message from the Superintendent / LEA Leader

Dear BVP Team & Families,

I am writing to welcome you to the 2021-2022 school year. We are so excited to return to full in-person learning this year. We know how critical in-person instruction is for student learning, for student mental health and social development, and for ensuring our families can fully participate in our community (from service to back-to-work).

BVP is working to ensure our community's safety by implementing the following measures:

- All staff will be vaccinated or submit evidence of a negative test on a weekly basis
- All community members will wear masks until further notice
- BVP custodial staff will continue to clean, disinfect, and ensure proper air circulation
- All community members will be encouraged to maintain three feet of physical distancing as much as possible
- BVP will limit visitors; any visitor will be required to wear a face covering and provide proof of vaccination or a recent negative COVID test.

Our full set of policies as adopted by our board is [here](#). This is all in service of our efforts to ensure we maintain in-person instruction. We strongly recommend all family members who are eligible to be vaccinated and that all families participate in our testing program. Testing, especially for our scholars who are not yet eligible for vaccination, provides a strong layer of protection. Moreover, we hope to be able to allow those who might have been considered a close contact last year to stay in school this year with proof of a negative COVID-19 test. Our [full Health and Safety Guidance plan is here](#).

Ultimately, we know that we have much important work to do across our K-12 schools. Whether it is helping our seniors select best fit colleges, or our kindergarteners and even many 1st graders participating in in-school activities for the first time, safety remains our top priority.

If you have any questions or concerns, feel free to reach out to your school nurse; our lead nurse; your Head of School; our Director of Family Engagement, Danira Ortiz ; or me. Updates will be maintained on our website at <https://blackstonevalleyprep.org/families/coronavirus/>.

Sincerely,
Jeremy Chiappetta
CEO & Superintendent

[BVP Nurse contact list](#)





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

- a. BVP’s vision for the school year is rooted in our board-adopted, organization-wide vision: BVP will be a model of rigorous college and career preparatory public education: Creating an intentionally diverse and inclusive school community, collaborating with educators across Rhode Island, and proving what is possible for all kids. With that vision in mind, BVP has adopted the LEAP Task Force Absolute Priorities
 - i. Energize our school communities—students and educators—by launching a back-to-school campaign, with particular attention to students who are chronically absent and overaged-under credited.
 - ii. 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.
 - iii. Universally screen all students and align resources to need.
 - iv. Improve and support student transitions across grades and systems.
 - v. Close the digital divide.

In addition, we have cross-walked these priorities with the Massachusetts Back-to-School priorities:

- i. Foster a sense of belonging and partnership among students, families, and staff, and
- ii. Continuously monitor student understanding
- iii. Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed.

to develop our staff launch to the year. Underneath all of this is a focus on acceleration and holding a high bar for all of our scholars, especially now.

- b. BVP’s hopes and aspirations are deeply rooted in strengthening the health of our community as evidenced by our [Leadership Launch sessions 1](#) and [2](#) and our all-staff [Convocation](#) for the 2021-2022 school year. From a community health perspective, our efforts are deeply connected to our strong belief in circles as a restorative and proactive way to build community.
- c. The BVP plan for the year has been developed by senior leaders of the organization with feedback from key stakeholders, including board members, staff members, scholars and families. These efforts are required as part of the [ESSER application process](#), and fully documented in our application. A sample of such efforts is captured in [this board presentation](#), inclusive of links to family sessions.
- d. Throughout the pandemic, BVP has demonstrated incredible flexibility and resilience in its efforts to best support our scholars and families. From shifting to





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distance learning, to revising distance learning models, to reopening in person, BVP has responded to the crisis and risen to the challenge. Through a strong partnership with RIDE and RIDOH, we have worked to maintain staffing levels, safety initiatives, social work and healthy programming.

- e. BVP will continuously monitor our efforts, with all elements of reopening as part of weekly Chiefs meetings, weekly Head of School meetings, monthly board meetings, quarterly staff meetings, quarterly meetings with scholar leaders, and quarterly families meetings. In addition, BVP will continue to use tools of ParentSquare, social media, email, and our website to update the community on key situations.

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

- a. BVP heard from families that while overall our community was deeply appreciative of the efforts made by the organization, especially the teachers, overall Distance Learning (DL) was not as impactful as in-person instruction. While two-thirds of families chose DL for the year, many would have preferred in-person instruction, but chose to “finish the year” and “to get to the summer.” That said, several families continue to request DL, and several more families have withdrawn because they are not yet interested in participating in-person instruction.
- b. Likewise, while staff were appreciative of BVP’s flexibility, the pressure of being in-person and online last year had significant negative effects on the team. Staff members reported feeling supported, yet overwhelmed, especially those who participated in hybrid instruction.
- c. While masking was not a significant debate last school year, more recently masking has become a hot-button issue for some members of the community. Several strong anti-mask families have withdrawn from BVP in response to the CEO’s strong support of face coverings as a safety measure. Likewise, vaccination has been strongly recommended by the organization, but some staff members and families have openly criticized the leadership of the organization for being “too political” by promoting vaccination.





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

| 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 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. |





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| 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/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. |
| 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. |





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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. |





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| | |
|---|--|
| 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: |
| Erika Iafrate | eiafrate@blackstonevalleyprep.org |
| | Cell Phone Number: |
| | 401-753-3110 |

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.

<https://blackstonevalleyprep.org/families/coronavirus/>

| 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. |





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| | | |
|---|---|---|
| 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. |





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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.

This information can be found in BVP’s Assessment Plan for 2021-2022:
[BVP Academic Assessments - Acceleration Plan 2021-2022](#)

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.





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BVP's approach to addressing the unfinished learning scholars are experiencing due to the pandemic is through **acceleration** ([see vision for this beginning on slide 15](#)). All scholars will continue to have access to grade level content in core instructional areas, with a narrowed focus on priority standards and frequent formative assessment that allows teachers to pinpoint needs for whole class and small group reteaching. While our schedules continue to be affected by the need for additional time for covid protocols and transportation and we anticipate continued quarantines and potential classroom closures, we hope instructional time will be greatly increased compared to 20-21, and have therefore returned to our pre-pandemic pacing guides and/or will be using the full pacing guides for our newly adopted ELA and Math curricula. In making the sometimes difficult decisions about school schedules and how professional development and collaboration time is used, we have anchored on instructional priorities at each grade level that we believe are the highest leverage opportunities to ensure scholars learn key grade level skills and content. These are as follows:

- K-2: Foundational reading skills (FUNdations), Guided Reading, and core math content
- 3-4: Reading and core math content
- 5-8: Implementation of new core curriculum in ELA (Wit and Wisdom) and in Math (Illustrative Math), Intervention for foundational reading (Just Words)
- 9-12: Implementation of new core curriculum in ELA (O'Dell) and in Math (Illustrative Math), intervention for foundational reading (Just Words), and implementation of the mentoring program

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.

Information about academic intervention can be found in [BVP Academic Assessments - Acceleration Plan 2021-2022](#). This plan includes information on what academic supports will look like for all scholars, including those who are differently-abled or multilingual learners. In addition, for multilingual learners, all identified scholars will have an MLL plan developed by teachers using ACCESS and academic data from 2020-2021 that will be checked in on 3 times per year using the [ELLevation](#) platform, which we have purchased for 2021-2022 and are launching this year. Further, for 2021-22 BVP has committed to identifying at least one ESL certified person per building who will have additional time in their schedules to provide supplemental direct support for multilingual learners as needed.

BVP is committed to supporting scholars' mental health and social emotional needs now more than ever. In 2021-22, we will be fully implementing a tier 1 SEL program that we began building together in 2020-22. The description can be found in our [BVP Vision for Circles](#) and [Circles Implementation Checklist](#). These tier one practices will allow us to support all scholars' emotional well-being while providing staff with opportunities to identify those in need of additional support. Each school has a paid position as the Circles Chair who will support strong implementation. Additionally, at the JHS level we are piloting a daily screener where scholars not only report whether they have any covid symptoms, but also whether they have and social emotional needs. And at the HS level we have hired 4 full time mentors who will meet with every scholar weekly for academic and social emotional check





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ins. Layered onto these tier 1 efforts, we will continue to use our Scholar Support Team and Multiple Pathways Team structures as part of our robust [MTSS system](#) to determine needs and distribute supports. Finally, we have hired a full-time Director of Family and Scholar Engagement to build strategic, network-wide approaches to partnering with families.

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.

In addition to SurveyWorks, BVP conducted several staff, scholar, and families surveys. All of our data aligns around the need to continue to improve on ensuring every scholar has access to high-quality in-person instruction.

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. |





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| 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.

Vanessa Morales, vmorales@blackstonevalleyprep.org, HS Special Education Coordinator and BVP Psychologist. Please note that in addition to this role, we have two other school psychologists and each of our six campuses has a School Social Worker to support our efforts. Moreover, each school has a Circle Chair to support our tier one circles practices to allow us to support all scholars' emotional well-being while providing staff with opportunities to identify those in need of additional support.

| 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 <u>ongoing procurement and distribution of these materials</u> . |
| 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.) |





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| 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. |





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|---|---|
| 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.

BVP will continuously monitor our efforts, with all elements of reopening as part of weekly Chiefs meetings, weekly HOS meetings, monthly board meetings, quarterly staff meetings, quarterly meetings with scholar leaders, and quarterly families meetings. In addition, BVP will continue to use tools of ParentSquare, social media, email, and our website to update the community on key situations.

