



## Nuestro Mundo Public Charter School *Back-to-School Health & Safety Plan, 2021-22*

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### Message from the Superintendent/Executive Director

On Monday, August 30 NMPCS Superintendent/Executive Director Dr. Joseph Maruszczak shared [this letter](#) with all members of the Nuestro Mundo community. It summarizes the safety and mitigation strategies that will be used in our inaugural school year.

### Vision and Guiding Principles for Back-to-School Operations

#### Core Values

NMPCS will use the following guiding principles for the planning, decision-making, and execution of in-person schooling for the 2021-22 school year:

- The health, safety, and well-being of NMPCS students and staff come first. We will leverage the expertise of science, data, and public health leadership to inform the choices we make.
- We will be transparent in all of our decision-making and communications with all of our stakeholders. We will share all data about what is happening in our school community through the use of a school-wide online dashboard.
- Equity will be at the forefront of our decision-making. Decisions will be made knowing that the current crisis has affected our students, their families, and our staff in a multiple and varied ways. However, we will consistently strive to give all stakeholders what they need so they may be successful in meeting our school's mission.
- We will actively engage all stakeholders, particularly our families, in crafting solutions to practical problems that are barriers to in-person instruction that meets our students' diverse needs.
- NMPCS will be flexible and agile. Throughout this pandemic, schools have had to adapt and change on a moment's notice. There is still much that is unknown about the progression of the Delta Variant and how the current school year will play out. However, we will make decisions that protect the health and safety of all stakeholders will still keeping the continuity of a high-quality education.

#### Hopes and Aspirations for the Fall

It is our hope that NMPCS will open for full in-person instruction on Wednesday, September 8, and that all appropriate health and safety measures will be solidly in place. We will be fastidious in following all of these strategies so that there is no outbreak and full in-person may continue uninterrupted throughout the entire year. Consistent with our school's mission of teaching children about environmental sustainability, we will seek to have our students outdoors working on





meaningful hands-on projects that our aligned with appropriate standards. As a new school community, we also have a unique opportunity to connect with our families in starting a new, open, and transparent relationship. We are deeply committed to “meeting them where they are” and will communicate and engage them in a meaningful way so there is true engagement and ownership. The process of starting a new school community is overwhelming, but the key to our success will be engaging all stakeholders so there is a common understanding of what our students need and how they must remain healthy and safe. Our plans will be targeted, rigorous, and always open to feedback in order to deliver the best in-person instruction to our students.

### **The Process of Building the Plan**

The core leadership team and staff of NMPCS developed the specifics of the plan based upon RIDE and RIDOH Guidance documents as well as feedback from families during orientation sessions. While we do not have the previous year of experiences to cull from, we received some specific feedback from families about the challenges that all three instructional models- distance learning, hybrid, and full in-person- posed. Additionally, all of the NMPCS teaching staff taught during this unprecedented year and had salient perspective on effective school structures and classroom practices in light of the many challenges.

The NMPCS plan and targeted objectives are highly consistent with the strategic priorities and recommendations put forth in the [LEAP Task Force Report](#), particularly focusing on closing an learning loss gaps that may exist for our students. NMPCS is committed to reviewing our Back-to-School Plans no less than every six months through September 30, 2024, revising when appropriate, and continuously seeking out feedback and input on our plans and programming from all stakeholders.

### **Strengths and Challenges from the 2020-21 School Year**

Again, NMPCS did not exist last school year, but recurring feedback that we have received from families and staff based upon their experiences last school year is the following:

#### **Strengths:**

- Gratitude to have full in-person instruction five days a week for elementary students.
- Recognition of exemplary efforts of educators to provide instruction in face of enormous obstacles.
- Innovative practices that existed by some educators vis-à-vis distance learning.
- Large scale acceptance and student compliance with masking.

#### **Weaknesses**

- Concerns over learning gaps/insufficient content being taught.
- Fatigue from distance learning and lack of student attention and follow-through.
- Fear and anxiety being prevalent among staff and students.
- Excessive absenteeism due to quarantining of student/staff with cases or being identified as close contacts.





## Critical Components of the Back-to-School Plan

NMPCS's reopening plans consist of four critical components: **Health and Safety (COVID-19 Control Plan)**, **Instruction**, **Social-Emotional and Mental Health Support**, and **Reopening Operations**.

Inherently in all component is effective communication of the details to all of our stakeholders.

Schoolwide masking regardless of vaccination status for all students and staff will be a paramount part of all scenarios to contain the spread of the virus. NMPCS will follow guidance from CDC, the Rhode Island Department of Health, and Rhode Island Department of Education and will track data consistently and frequently, sharing any new information with our staff and families. NMPCS's full staff will be working in person, with the exception of required quarantines should they arise.

Assurances and evidence for each of the four critical components are detailed in the tables that follow.

Health and Safety (COVID-19 Control Plan)		
Provide Assurance	Submit Evidence	
<b>Promoting vaccination</b>		
X		a. Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.
<b>Physical distancing</b>		
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.
<b>Face coverings</b>		
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 <a href="#">CDC guidance</a> for the use and care of masks.
<b>Minimizing access by COVID-19-positive or symptomatic individuals</b>		
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 <a href="#">Symptom Signage</a> 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.
<b>School-based testing</b>		
	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 <a href="https://forms.office.com/g/ESjpgYymqb">https://forms.office.com/g/ESjpgYymqb</a> by August 14, 2021 for RIDOH review and feedback. School-based testing is opt-in only, and not required.
<b>Cleaning, disinfection, and hand hygiene</b>		
X		l. Utilize CDC guidance for <a href="#">cleaning, disinfection</a> , and <a href="#">hand hygiene</a> .
<b>Responding to staff and students who are sick</b>		
X		m. Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> 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 <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> flowchart.
<b>Communication with staff and students</b>		
	X	p. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <a href="https://forms.office.com/g/ESjpgYymqb">https://forms.office.com/g/ESjpgYymqb</a> 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 <a href="#">CDC guidance</a> 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 <a href="#">Symptom Signage</a> 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 <a href="#">cleaning</a> , <a href="#">disinfection</a> , and <a href="#">hand hygiene</a> .
X	Schools should revise/continue to follow sick policies in alignment with <a href="#">The Outbreak Response Protocols: PreK-12</a> 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 <a href="#">What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</a> 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.

<i>Full Name</i>	<i>Email Address:</i>
Jarlenne Fermin-Hangan, RN	jfermin@nmpcs.k12.ri.us
	<i>Cell Phone Number:</i>
	(401) 660-7246

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.

<a href="https://nuestromundopcs.org/healthandsafetyplan">https://nuestromundopcs.org/healthandsafetyplan</a>
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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 <b>all</b> 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.
<b>Special Education Services</b>		
X		i. Develop a plan to revisit students' Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.
<b>Staff Supports</b>		
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.
<b>Family and Community Engagement (communication and partnerships)</b>		
	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.

During the summer of 2021 NMPCS conducted family interviews with all families on our incoming K, grade 1, and grade 6 students. We conducted kindergarten screeners as well as WIDA screening tools to assess both English and Spanish literacy. This is excellent baseline data; however, as the year progresses, we will be using various assessments to evaluate student progress and identify the gaps in learning. For all grades we will be using *Easy CBM*, a curriculum-based assessment for diagnostic and progress monitoring purposes, in the content areas of early literacy in both English and Spanish as well as oral reading fluency, vocabulary, and reading comprehension as well as for mathematics. Significantly, it also includes built-in read-aloud and Spanish translation accommodations for our multilingual learners and differently-abled students. As part of our core reading program (Fountas & Pinnell Literacy), we will be using programmatic benchmark assessments to evaluate where our students are with respect to grade level standards. These assessment results will be used as a critical piece of the RtI process by our MTSS Team. Also, as the inherent goal of our program is biliteracy, all students will be administered the Spanish *ACTFL Assessment of Performance toward Proficiency in Languages* (the *AAPLL*) will be administered three times annually to track student progress in speaking, reading, writing and listening. Finally, as part of a balanced assessment program, all students will also collect and reflect upon their best work, and growth over time by curating their own online portfolio.

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 two-way immersion dual language approach is a consistently reinforced in research as the most effective instructional model to improve outcomes longitudinally for multilingual learners. NMPCS will feature this model for all students. In this model, we will feature two core







programs, Fountas & Pinnell Literacy and Eureka Math, that will serve for grade level content in the core instructional areas. Based upon assessment results, NMPCS teachers may tailor the curriculum to permit a narrowed focus on priority standards and whole class and small group reteaching. Additionally, the NMPCS schedule offers sufficient time during transitions, where translanguaging strategies will be used, and during daily project blocks, for reinforcement of skills and concepts. Our staffing plan also allows for flexible grouping within the general classroom, so classroom teachers, special educators, ELD teachers, and paraprofessionals may work with students individually or in small groups to address any gaps in learning.

*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.*

The NMPCS School Counselor will create a list of all mental health resources that will be useful to staff and families alike, particularly resources directly related to reopening, trauma, and COVID to ensure that staff and students have access to the most beneficial resources for mental health and well-being. Additionally, NMPCS will create partnerships with community-based organizations such as Providence Community Health Center, to provide resources and wrap around services, particularly in counseling, for our students and families that need assistance. As they are the first line, teachers will be the primary contact for ensuring that all students are being monitored closely for wellbeing, safety, and mental health. Teachers will report any concerns to both families of students, the school counselor, and the school administration. As part of the school's MTSS system, social-emotional health will play a prominent role, as our MTSS team will meet weekly to discuss any concern that has been brought forward. The school counselor and school nurse will provide the executive director and family with progress updates to ensure that scholar mental health and well-being is improving and not declining. Additionally, families may prompt the process of screening and/or evaluating their students for mental health needs based on situations or observations that are concerning taking place at home at any time by contacting the executive director.

*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.*

Through the approval process and then school establishment process, the NMPCS Founding Team held a series of family information sessions, and then family orientation sessions for parent/guardians of accepted students. These sessions were held on January 27, March 3, April 29, and May 13. The presentations/sessions were recorded and may be found on the [NMPCS YouTube page](#). During each session, we solicited feedback from our families and had an extensive Q & A session. We asked our families about their hopes and dreams for Nuestro Mundo and the coming school year. As stated before, many families expressed both frustration and gratitude for the challenging 2020-21 school year. The key takeaways were the following:





- In-person learning needs to be prioritized, in a safe manner, because children need it for their social-emotional well-being.
- Distance learning is very challenging and there is a great deal of fatigue from it.
- Concerns about the provision of special services and gaps in student learning as a result of interruptions in service delivery.
- A desire to have a clear plan for COVID-19 safety, particularly for those students and families who may be at risk due to pre-existing medical or autoimmune conditions.
- A desire for children to be physically active and outdoors as much as possible.
- Communication is extremely important, and families want to be informed and engaged using multiple and varied means.

### 3. Social-Emotional and Mental Health Support

Provide Assurance	Submit Evidence	
<b>Social-Emotional and Mental Health Support</b>		
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 <a href="#">menu of mental health resources</a> .

### 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	<i>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</i>
X	<i>Provide resources for staff self-care, including resiliency strategies and RIDE's menu of mental health resources.</i>

**EVIDENCE:**

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

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

Madison Newman, NMPCS School Counselor
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Reopening Operations		
Provide Assurance	Submit Evidence	
Facilities and Maintenance		
X		a. <i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. For example, hand soap, hand sanitizer, paper towels, etc. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
X		b. <i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X		c. <i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X		d. <i>Establish procedures for entering the school building for teachers, students, visitors, vendors (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).</i>
Operations (Budget, Staffing, Scheduling, Food Services)		
X		e. <i>Develop a high-level picture of the district budget for this upcoming school year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues-, COVID specific funding (CARES Act, CRRSA, ARP ESSER Funds, emergency funding, etc.)</i>
X		f. <i>Determine foods service needs, being mindful of physical distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.).</i>
X		g. <i>Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff</i>
Transportation		
X		h. <i>Assess student arrival and dismissal protocol (school bus drop off, parent drop off, etc.).</i>
X		i. <i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>





		<ul style="list-style-type: none"> <li>- Mask requirement (by federal order)</li> <li>- Seating charts, with assigned seats as much as possible</li> <li>- Cleaning schedule</li> <li>- Open windows when safe and feasible</li> </ul>
<b>Technology</b>		
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.
<b>Family and Community Engagement (communication and partnerships)</b>		
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	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
X	<i>Designate a lead technology point of contact.</i>
X	<i>Develop a return to school technology plan.</i>
X	<i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with exciting resources to identify gap in technology needs.</i>
X	<i>Survey families to determine technology needs.</i>
X	<i>Develop and revise process for inventory of technology.</i>
X	<i>Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.</i>

#### EVIDENCE:

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

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

The NMPCS Family and Community Engagement Committee (which was formed before our approval) will take the lead on reviewing our Back-to-School Plan at least two each school year. This committee, which consists of parents, staff, and community members, will create and administer surveys to solicit input on NMPCS practices that are effective and those that need revision. We are fortunate that NMPCS will be a 1:1 school, as every student will have a tablet with appropriate curriculum and productivity applications. Should there a worsening of the virus progression, our staff will be ready to pivot to a full remote or hybrid model. However, we will use critical feedback to ensure that blended learning practices that are used are steeped in current research and best practices.

